DOCUMENT RESUME

ED 332 002 CE 057 939

TITLE Strengthening Education for American Families Act.
INSTITUTION Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO Senate-R-102-43
PUB DATE 19 Apr 91
NOTE 67p.
PUB TYPE Legal/Legislative/Regulatory Materials (090)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Educational Administration; *Educational Change; *Educational Finance; *Educational Improvement; Elementary Secondary Education; Excellence in Education; *Federal Legislation; Federal State Relationship; *Literacy Education
IDENTIFIERS Congress 102nd; Proposed Legislation

ABSTRACT

This Senate committee report discusses the Education for American Families Act, a bill that proposes ways to improve and enhance excellence in education. Included in the report are a summary of the bill, its legislative history, background and need for the legislation, committee views, committee votes, cost estimate, regulatory impact statement, section-by-section analysis, minority views, and changes in existing law. According to the summary, the bill consists of proven, cost-effective initiatives promoting the national education goals set out by President Bush and the nation's governors in 1990. It strengthens the achievement of those goals with an initiative to establish independent assessment of whether the schools are reaching them. As endorsed by the majority of the committee members, the bill contains modifications that include school-based management/shared decision making, model schools of excellence, mathematics and science programs, star schools programs, high technology educational techniques, and dropout prevention. Minority committee members opposed the bill because they preferred literacy provisions legislation and because the bill was moved through committee very quickly. (KC)

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ED332002

Calendar No. 69

102D CONGRESS
1st Session

SENATE

REPORT
102-43

STRENGTHENING EDUCATION FOR AMERICAN FAMILIES ACT

APRIL 19, 1991.—Ordered to be printed

Filed under authority of the order of the Senate of April 18 (legislative day, April 9), 1991

Mr. KENNEDY, from the Committee on Labor and Human Resources, submitted the following

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REPORT

together with

MINORITY VIEWS

[To accompany S. 2]

The Committee on Labor and Human Resources, to which was referred the bill (S. 2), to promote the achievement of national education goals, to establish a National Council on Educational Goals and an Academic Report Card to measure progress on the goals, and to promote literacy in the United States, and for other purposes, having considered the same, reports favorably thereon with an amendment in the nature of a substitute and recommends that the bill, as amended, do pass.

CONTENTS

	Page
I. Summary of the Bill	2
II. Legislative History	2
III. Background and Need for Legislation	4
IV. Committee Views	5
V. Committee Votes	15
VI. Cost Estimate	16
VII. Regulatory Impact Statement	20
VIII. Section-by-Section Analysis	20
IX. Minority Views	28
X. Changes in Existing Law	32

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I. Summary of the Bill

The Strengthening Education for American Families Act is a blueprint for ways to improve and enhance excellence in education. It consists of proven, cost-effective education programs that will reach more students and new initiatives promoting the national education goals set out by the President and the Nation's Governors a year ago. It strengthens the achievement of those goals with an initiative to establish independent assessment of whether the schools are reaching them. The Committee looks forward to working constructively with the new Secretary of Education and the Administration to improve education of Americans at all levels.

The Strengthening Education for American Families Act as reported out of Committee includes modifications to the bill as introduced. A new title in the bill includes school-based management/shared decisionmaking, model schools of excellence, math and science programs, star schools programs, high technology educational techniques and technologies, and dropout prevention.

The Committee believes that these additional programs complement the original bill and greatly advance the national goals. The legislation as reported invests in delivering quality educational programs that will return excellence to the education of our nation's children and youth.

II. Legislative History

Senator Kennedy introduced S. 2 on January 14, 1991. The bill incorporates portions of three bills that were introduced in the 101st Congress: S. 1310, the National Literacy Act, S. 2034, the National Report Card Act of 1990, S. 695, the Educational Excellence Act of 1989, and S. 1676, the National Teacher Act of 1990.

S. 2034, was introduced by Senator Bingaman for himself and Senators Mitchell, Kennedy, and Harkin on January 23, 1990, and referred to the Committee on Labor and Human Resources. Prior to the introduction, the Subcommittee on Government Information and Regulation of the Committee on Governmental Affairs held two hearings. The first hearing centered on an Overview of National Goals and was held on October 23, 1989. The second hearing centered on the Availability and Quality of National Education Databases and was held on November 1, 1989. Both hearings were held in Washington, DC. In addition, the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources held two hearings specifically addressing the issues centered around a National Report Card and the National Education Goals established by the President and the National Governors' Association. The first hearing was held on July 23, 1990 and the second on September 20, 1990. Both hearings were held in Washington, DC.

As a result of the latter hearings and discussions with Governor Romer of the National Governors' Association and correspondence from the Department of Education regarding S. 2034 a new bill was drafted. This bill is S. 3095, the National Academic Report Card, which was introduced by Senator Bingaman for himself and Senators Mitchell, Kennedy, Kerrey, Harkin, and Pell. The Committee

met and ordered the bill reported without amendment on September 26, 1990.

On May 4 and 18, and July 10, 1989, the Subcommittee on Education, Arts and Humanities conducted hearings on the subject of eliminating illiteracy in America. Among the witnesses were the Secretary of Education, the Assistant Secretary for Employment and Training of the Department of Labor, the Assistant Secretary for Family Support of the Department of Health and Human Services, representatives of state education agencies, state literacy coalitions, and volunteer literacy organizations among others. Also represented were consultants, former adult educators and education administrators, experts in learning disabilities and corrections education, literacy volunteers, and literacy students.

S. 1310, introduced on July 13, 1989 by Senator Simon as the Comprehensive Illiteracy Elimination Act of 1989. On October 26, 1989, the Subcommittee on Education, Arts and Humanities voted unanimously to report favorably an amendment in the nature of a substitute to S. 1310. The substitute incorporated new provisions based on suggestions from the literacy community and members of the Committee in order to strengthen the original provisions of the bill. The amendment also renamed the original bill the National Literacy Act of 1989.

On November 1, 1989, the Committee on Labor and Human Resources voted unanimously to favorably report S. 1310. The Committee accepted several amendments to the substitute offered by Senator Kennedy before voting on the final bill.

On February 6, 1990, S. 1310 passed the Senate unanimously, 99 to 0. In the House of Representatives, the National Literacy Act became part of an omnibus education bill which ultimately stalled on the Senate floor.

S. 695, the Equity and Excellence in Education Act of 1990, represented President Bush's legislative proposal in education. The bill was introduced on April 5, 1989 by Senator Kassebaum with 34 cosponsors. The Subcommittee on Education, Arts and Humanities, to which the bill was referred, held a hearing on the legislation on June 3, 1989. The subcommittee considered and ordered the bill reported with an amendment in the nature of a substitute to the Committee on Labor and Human Resources on July 13, 1989. The Committee met to consider S. 695 on July 20, 1989 and agreed to an amendment making numerous changes in the bill as reported by the subcommittee. The Committee ordered the bill reported as amended unanimously by voice vote.

Of particular importance for S. 2 is Title V of S. 695, the Extension of School Dropout Demonstration Program.

Also incorporated in S. 2 is S. 1676, the National Teacher Act of 1990. Senator Pell introduced the bill for himself and Senators Kennedy, Kassebaum, Metzenbaum, Jeffords, Matsunaga, Dodd, Cochran, Simon, Robb, Burdick, Kerry, Boren and Riegle on September 26, 1989. It was referred to the Subcommittee on Education, Arts and Humanities on September 26, 1989. S. 1676 includes a provision for a school-based management demonstration program.

The Subcommittee on Education, Arts and Humanities met and ordered S. 1676 reported to the Committee on June 13, 1990. The

Committee met and ordered the bill reported to the full Senate on June 27, 1990.

III. Background and Need for Legislation

S. 2, the Strengthening Education for American Families Act, is a critical and necessary step in responding to our Nation's need to improve dramatically the quality of our children's education. In 1983 a landmark report showed we are a "Nation at Risk" because of the quality of the nation's education of its children and youth. States have responded to this report with a wide series of initiatives for reform, and Congress has addressed the need for upgrading standards through reauthorizations in Elementary and Secondary Education and Vocational Education. Eight years later, however, we continue to be a Nation At Risk, and despite these activities, we need to do more.

This legislation provides a series of strategic, target initiatives to move education of all Americans. It contains a codification of the National Education Goals set out by the President and Nation's Governors over a year ago. It establishes a council to assess school progress on the goals. It also contains expansion of current proven programs and includes new programs to enhance universal literacy, math-science education, innovative education technologies and techniques, and proven dropout programs.

STATEMENT OF PURPOSE

The purpose of this Act is to authorize new federal programs, expand under federal programs, and reauthorize existing education programs to: (1) codify and expand the existing national goals and recognize the federal commitment to meeting the goals in these areas, (2) support universal literacy, (3) promote school based management and shared decisionmaking, (4) establish model schools of excellence, (5) meet urgent national needs in math and science education, (6) encourage technological innovation in educational delivery, and (7) prevent students from dropping out of school.

AUTHORIZATION OF APPROPRIATIONS

S. 2 authorizes a total of $472 million for fiscal year 1992. For the succeeding fiscal years, some titles are authorized at "such sums as may be necessary" and other titles are authorized at specific levels. New authorizations, or additional authorizations, are specified as follows: $7 million for fiscal year 1992 and such sums as may be necessary for fiscal years 1993 through 2001 for Title II, National Council on Educational Goals; $15 million for each of fiscal years 1992 through 1995 for Part A of Title III, National Institute for Literacy; $25 million for each of fiscal years 1992 and 1993, and such sums as may be necessary for each of fiscal years 1994 and 1995 for Part A of Title III, State Literacy Resource Centers; $5 million for each of fiscal years 1992 through 1995 for Part B of Title III, National Workforce Literacy Assistance Collaborative; $30 million for fiscal year 1992 and such sums as may be necessary for fiscal years 1993 through 1995 for Part B of Title III, National Workforce Literacy Strategies; $60 million for fiscal year 1992 and such sums for each of fiscal years 1993 through 1995 for Part C of Title III,

Amendments to the Adult Education Act; $10 million for fiscal year 1992 and such sums as may be necessary for fiscal year 1993 for Part C of Title III, Even Start Family Literacy Programs; $2 million for fiscal year 1992 for Part C of Title III, Family Literacy Public Broadcasting Program; $3 million for each of fiscal years 1991, 1992 and 1993 for Part D of Title III, Education Programs for Commerical Drivers; $2.5 million for fiscal year 1992 and such sums as may be necessary for fiscal year 1993 for Part G of Title III, Literacy Challenge Grants; $25 million for fiscal year 1992 for Part A of Title IV, School Based Management/Shared Decisionmaking and Flexibility Incentive; $100 million for fiscal year 1992 and such sums as may be necessary for fiscal years 1993 through 1996 for Part B of Title IV, Model Schools of Excellence; $87 million for fiscal year 1992 and such sums as may by necessary for fiscal year 1993 for Part C Subpart 1 of Title IV, Mathematics and Science Excellence; $50 million for each for fiscal years 1992, 1993, 1994, 1995 and 1996 for Part C Subpart 2 of Title IV, Star Schools Program; and $50 million for fiscal year 1992 and such sums as may be necessary for fiscal years 1993 through 1996 for Part C Subpart 3 of Title IV, Classroom of the Future.

IV. Committee Views

TITLE I—NATIONAL GOALS AND TITLE II—NATIONAL COUNCIL ON EDUCATIONAL GOALS

The Committee is reporting legislation that takes a critical and necessary step toward responding to out Nation's need to improve dramatically the quality of our children's education. That the Federal Government has a strong role in education—and that its role is becoming increasingly more important—are facts beyond dispute. The Department of Education issued a report in 1983 entitled, "A Nation At Risk". It was a landmark report that helped make education reform a national priority. Eight years later, the education of American children is still at risk.

Many of our high school graduates leave school unprepared to participate productively in the workforce. These young adults suffer high rates of functional illiteracy, and display a lack of understanding about this Nation and the world, in both an historical and futuristic context. Our students currently rank far below students of many other countries in educational achievement, particularly in math and the sciences.

In February, 1990, the President and the Nation's Governors agreed upon six goals to be achieved by the year 2000: All children will start school ready to learn; ninety percent of high school students will graduate; all students will leave grades 4, 8, and 12 having demonstrated high levels of achievement in challenging subject matter; U.S. students will be first in the world in science and mathematics achievement; every adult American will be literate; and every school will be drug-free and safe. These are laudable goals. However, there was minimal participation by parents, educators, experts, and organizations that will be responsible for implementing programs to achieve these goals.

If there is to be wide public involvement in improving our schools, the public must have accurate and timely information

about the progress being made toward meeting these goals. If we are to impove the quality of American education, there is no doubt that measuring student progress will play a critical role.

A joint statement issued at the October 1989 Education summit in Charlottesville, VA stated, "When goals are set and strategies for achieving them are accepted, we must establish clear measures of performance and then issue annual report cards on the progress of students, schools, the states, and the Federal Government." Clearly, establishing national goals will have little meaning unless we are able to assess where we currently stand and to measure our progress in attaining these goals.

One conclusion reached from the testimony at the hearings was that there were major problems with the scope, quality, comparability and timeliness of data on educational performance currently available from the Department of Education. There was and is not currently an effective mechanism for measuring individual school performance relative to the established national education goals. It is clear that we need more information about the quality of education as well as more information about the conditions under which education takes place and the conditions of children receiving that education.

There is a need to establish effective and direct ways to measure progress toward the national education goals so that policy makers at the local, state and the Federal levels can begin to address effectively and substantively the issue of improving the quality of American education. There was strong support from the witnesses for the establishment of an independent council of highly respected, bipartisan, diverse experts to develop a model assessment program for the Nation's education system, to monitor progress on meeting national goals for education, make recommendations on the nature of the Nation's educational assessment and information system, and report periodically to the President and the Nation.

In July, 1990 the Governors and some of the President's advisors met in Mobile, AL. One of the accomplishments of this meeting was to establish the National Education Goals Panel. This panel is charged with overseeing the development and implementation of a national education progress reporting system. This panel would develop and establish appropriate measures to assess progress toward the national education goals established last year in Charlottesville. Each year, the panel will report the progress made toward these goals.

Unfortunately, the Governors and the President chose to ignore the need for an independent panel that can provide an honest and candid assessment of our progress in meeting the goals. Instead, they set up a panel composed of six governors, four administration officials, and four non-voting ex-officio members of Congress—all political office holders. In effect, the Governors and the President have made arrangements so that they, and no one else, would be the judge of their own work. This would serve the purpose of shielding those who set the goals from any accountability for achieving those goals.

An additional concern is that the panel cannot act on any proposal or statement unless 75 percent or 8 out of the 10 members agree. Another severely limiting factor in terms of carrying out the

panel's mission is that there is no budget for the Panel to conduct its business nor any mechanism for it to commission data collection, particularly any new data collection.

The Department of Education has the primary responsibility for collecting and publishing information on the condition and progress of education in the United States. However, the National Center for Education Statistics, the primary source for Federal data on American education, has long been underfunded.

In summary, the Committee believes there are three key elements to efforts to monitor educational progress toward the goals: (1) a Report Card that would contain information about school indicators being used to achieve national goals, (2) meaningful involvement by the public, and (3) an independent National Council to monitor progress toward the national goals. This bill meets these tests.

There are three major substantive changes from the National Report Card Act of 1990:

(1) This bill creates a separate panel made up to education "stakeholders", "experts", and "policy-makers". In effect the two panels proposed in the earlier bill are combined without substantially affecting the integrity of either panel or the mission of the Council.

(2) After developing its long-range timetable, the Council will contract with NCES or any other entity capable of generating and/or collecting the necessary data to assess appropriately the goals based on the Council's recommendations. Most important, there is authorizing language for the necessary appropriations.

(3) The bill authorizes matching funds for state summits on education.

The state summits are vitally important to the success of the long term national goals. Long term commitment to education will come only from a large-scale consensus. The state summit reports will help generate meaningful grassroots discussion about the national goals and will help the Council evaluate the level of local and state commitment to investing in strategies for improving schools. This deliberation will help keep public momentum behind the process.

TITLE III—LITERACY

The National Literacy Act has three over-arching purposes: (1) to improve the coordination and effectiveness of literacy services and research at the national and state level, (2) to expand existing Federal literacy programs, and (3) to ensure that tax-supported literacy programs are of the highest quality possible, serving the individuals most in need. These themes run throughout the Act. Background on the problem of illiteracy and detailed Committee Views on the development of the Act were included in the Committee's report from the 101st Congress on S. 1310 (Senate Report 101-196).

In both the Committee's deliberations and in working with the House of Representatives, there was considerable discussion of the definition of literacy. The Committee recognizes that literacy is not an end in itself, but a means to an end, a route to a better job or a more fulfilling life. The definition therefore includes the means,

communication and computing skills, and also the ends, developing one's knowledge and potential. In using the word "English" in the definition, the Committee does not intend to deny literacy services to limited-English-proficient (LEP) adults not to restrict the use of languages other than English where appropriate to help LEP adults become literate.

Part A—Strategic planning, research and coordination

While there are a number of existing Federal programs that help to address the problem of illiteracy, resources are scarce and are dispersed among a number of different agencies. Furthermore, the programs that do exist are not coordinated, and the services are delivered in a fragmented fashion. In the 101st Congress, the Senate insisted that the National Literacy Act mandate the establishment of an Interagency Task Force on Literacy, composed of at least the Secretary of Labor, the Secretary of Education, the Secretary of Health and Human Services, and the Director of the ACTION Agency. Because the President has not established such an interagency group, a Congressional mandate is no longer necessary. The Committee expects the President will continue the Task Force and will direct it to coordinate Federal programs where possible, including program improvement efforts.

Part A establishes the National Institute for Literacy, which will assist the Interagency Task Force with Federal coordination, and will serve as an important national focal point for expertise and leadership in literacy. Advised by a board of literacy service providers and experts, the Intitute will also conduct basic and applied research in literacy, analyze policy, evaluate program activities, operate a toll-free hotline for literacy information, develop a database of literacy information, and provide fellowships to individuals involved in literacy-related fields. The Committee recognizes that the Department of Education has already begun planning a Literacy Institute under the board authority of section 384(a) of the Adult Education Act. The Committee intends for there to be one Institute, operating under the provisions of section 384(a) as modified by this bill.

The Institute will work closely with the State Literacy Resources Centers also created in Part A. The Centers, which may be organized on a regional basis, are intended to help States provide training, technical assistance and coordination for Federal, State, and local literacy programs.

Part B—Workforce literacy

Part B establishes a new National Workforce Literacy Assistance Collaborative within the Department of Labor, to assist small- and medium-sized businesses and labor organizations in implementing literacy program for individuals with low basic skills.

This part also doubles the authorization for the existing Workplace Literacy Partnerships, and authorizes the Secretary of Education to fund programs to design and implement national strategies for assisting small- and medium-sized businesses in developing literacy programs. The National Strategies grants are authorized at $5 million when appropriations reach $25 million.

In this part and other parts where the Act refers to businesses or labor organizations, the Committee intends to include Joint Labor Management Trust Funds as potential applicants or participants. These Funds are legal entities established under the Taft-Hartley Act, which permits unions and employers to join together in cooperative collective bargaining agreements for specific purposes. Some have established funds for education and training, including literacy.

Part C—Investment in literacy

The major Federal program that addresses illiteracy is the Adult Education Act (AEA). Yet it represents less than one percent of the Department of Education's budget, and serves only 10 percent of those in need. In fact, across the country, all the public and private literacy programs combined provide services to less than 20 percent of those who need help.

Part C expands the authorization for the Adult Education Act, so that more people can be served. In addition, it assures that community-based organizations will be able to compete for funds, so that the most effective providers, public or private, will be funded. To judge effectiveness, the bill requires the Secretary of Education and each state to develop methods of evaluating the quality of literacy programs, and to judge grantees and applicants on that basis.

In 1988, Congress began an effort to break the cycle of illiteracy, proverty and unemployment with a new Even Start program targeting literacy services to parents and their children, together. Part C improves the program by requiring collaboration between schools and community-based organizations, targeting the services to the families most in need, and allowing services to begin at birth instead of age one. It also increases the authorization, and establishes a minimum grant size of $75,000. In recognition of these changes, the title of the program is changed to Even Start Family Literacy.

An amendment to the Hawkins-Stafford Elementary and Secondary Education Act allows Chapter 2 Targeted Assistance to be used for programs to help teachers and counselors identify, at an early age, students with reading difficulties that place them at risk of illiteracy as adults.

Part C also authorizes a Family Literacy Public Broadcasting Program to be developed by the Corporation for Public Broadcasting. The Committee believes that television is a critical medium for reaching more of those in need of literacy services, particularly those who are embarrassed by their inability to read, or might not seek assistance due to physical, family or time constraints.

In targeting programs to "hard-to-serve" populations, the Committee intends to include teenaged parents, illiterate parents, economically disadvantaged parents, offenders and their families, unemployed parents, learning disabled parents, and non-English speaking parents.

Part D—Business leadership for employment skills

This part authorizes grants to establish literacy programs for commercial drivers so they can meet the requirements of the Commercial Motor Vehicle Safety Act.

Part E—Books for families

The inexpensive book distribution program operated by the Reading is Fundamental (RIF) organization is a successful and popular program that has been in great demand. Resources are scarce, however, and RIF can only fund a small number of the requests it receives. Part E ensures that programs and projects that serve disadvantaged children and students with special needs receive funding before other, less pressing, needs are addressed. An amendment to the Library Services and Construction Act establishes a similar priority for the Library Literacy Program, and encourages coordination with community-based organizations.

Part F—Literacy for incarcerated individuals

Part F requires each State correctional system to implement a literacy program in at least one facility within 2 years, and, subject to the availability of funds, in all facilities (with a population of 150 inmates or more) within 5 years. The Committee does not intend to require that a State use all of its funding under the Adult Education Act for this purpose.

Part G—Volunteers for literacy

The Committee strongly supports the VISTA Program and the VISTA Literacy Corps. The Committee expects the Challenge Grants authorized in Part G will support the exploration of innovative ways to use full-time and part-time volunteers in the delivery of literacy services. These may include partnerships between the public and private sectors.

TITLE IV—EDUCATION FOR THE FUTURE

This title has four parts which together look to the future of educational reform of our schools and techniques of teaching. In order to educate students better, we must provide schools with the tools necessary to bring courses to students and empower teachers and school administrators to provide access to the highest quality instruction possible, upgrade the quality of that instruction, and determine how best to provide a quality education to their students that is specifically targeted to their need.

Part A—School based management/shared decisionmaking and flexibility incentive

School based management/shared decisionmaking is being practiced in several parts of the country with positive results. This restructuring of school management provides teachers, school administrators, and parents with a larger voice in identifying the needs of students and the manner in which the school will meet them in areas of curriculum development, discipline, rules, and budget.

Several local education agencies are experimenting with or have implemented various models of school-based management/shared decisionmaking, for example, Dade County, FL, Chicago, IL, Rochester, NY, Hammond, IN. The Committee does not intend to endorse, recommend, or prescribe any specific model of school-based management. Each school-based management program is designed

to operate in a particular local education agency and must be left to local discretion.

Part A establishes grants to local educational agencies to create and implement innovative school-based management/shared decisionmaking programs at schools, and to assist such programs which are presently in operation. Grantees will also evaluate their programs and disseminate their results.

The Committee evisions that these programs will be designed by a team that may include teachers, teacher associations, principals, administrators, parents, community representatives, other school employees, and students. The team may determine the most critical curriculum and teaching needs of the local educational agencies, school discipline and rules, scheduling, the administrative roles, standards for hiring and evaluating teachers and administrators, training needs, and funding. Each school is expected to focus on the needs of its students and teachers while mindful that students may move to other schools.

Part B—Model schools of excellence

Part B of Title IV creates a new program to provide grants for Model Schools of Excellence. This part is designed to provide critical Federal assistance to schools so that they may provide the highest quality instruction in one or more academic fields. Grants provided under this program could be used by a school for increased teacher compensation, planning and outreach activities, acquisition of books and materials or other similar activities that are necessary for improving the academic performance and knowledge base of students enrolled in the school. The program sets its sights solidly and squarely upon the national goal of improving the academic performance of students. The establishment or operation of such schools will afford students in the school district the chance to learn from the very best teachers, to study with state-of-the-art instructional materials and equipment, and benefit from the latest research on learning strategies.

The Committee notes that real educational opportunity can only be accomplished by providing access to excellent schools. Strengthening access to schools without strengthening the quality of those schools does nothing to advance the educational interests of the student. Thus delivery strategies such as open enrollment, choice, or other mechanisms by themselves are no panacea for educational failure or impoverishment.

Rather, the Committee believes that choice can only be an effective means of improving education if the choice is a legitimate one. Choice among mediocre or poor schools is no choice at all.

It is the Committee's view that the first step must be to provide assistance to establish excellent schools, and then to provide the opportunity for students to have access to those schools of attendance areas. The need for Federal assistance to improve the educational quality of a school or school system is particularly acute in areas where there are large enrollments of students in poverty. Part B therefore requires that grants be provided to school districts with high enrollments of economically disadvantaged students.

The legislation provides for an authorization of $100 million. Funds would be distributed to the states on the basis of the chapter

2 formula. The State would then be required to provide grants to school districts or consortia to carry out model school programs. The Committee believes that the authorization provided will ensure that each state receives sufficient allocations to operate at least one program that would have a significant impact. However, given the appropriations history of new demonstration grant programs, the Committee is concerned that should appropriations fall way short of the authorization level, a distribution formula may be unworkable, providing too few dollars to any one state to provide a program that would have sufficient size, scope and quality to be effective.

Therefore, the Committee has included language similar to the distribution mechanism in the current Even Start program that should appropriations fall below $50 million, funds under the program would be provided through demonstration grants from the Secretary of Education, rather than on a formula basis to the states.

Finally, the Committee wishes to note that buillding schools of excellence also advances the goal of reducing the dropout rate. Far too often, students drop out of school because they are insufficiently challenged. Providing for a more stimulating environment dedicated to pushing students to the full limits of their capacity for educational achievement addresses this problem head-on.

Part C—Mathematics and science excellence

Subpart 1—Dwight D. Eisenhower Mathematics and Science Education Act

Goal five of the National Goals calls for the United States to be "first in the world in mathematics and science." This is a laudable goal which speaks directly to the need to strengthen our competitive stance in the world economy. Creating a more competent and literate workforce in mathematics and science will greatly advance the productive and inventive capabilities of business and industry in this nation. That the United States be first in the world in math and science has long been a vital Congressional concern. In 1985 Congress enacted the Education for Economic Security Act, which was later renamed the Dwight D. Eisenhower Mathematics and Science Education Act and incorporated into the Elementary and Secondary Education Act of 1965. This Act provides assistance to LEA's, SEA's, and IHE's to upgrade instruction in mathematics and science, with a particular emphasis on teacher training.

Establishment of this Act was borne out of the recognition that students in the United States ranked at or close to the bottom in comparisons with other industrial nations. The International Association for the Evaluation of Educational Achievement's (IEA) examination of science performance of students showed that United States high school seniors ranked last in biology, 11th in chemistry and 9th in physics of 17 countries tested.

Our competitive position in the world economy can be foretold by such a comparison. Obviously, future prospects for international competition appear significantly dim in view of these unfavorable comparisons. The Committee recognizes that this situation can only be turned around when we are able to provide quality instruction

to our students in school after school across this country. This requires providing teachers who are trained specifically for the subject areas that they teach, that teachers be afforded the opportunity for retraining and professional development in their fields, and finally that adequate textbooks, curricular materials, and science and laboratory equipment be provided that is up-to-date and state-of-the-art.

The Eisenhower Math and Science Program provides just such a structure to improve the quality of instruction in math and science in the elementary and secondary schools, distributing funds on a formula basis to States and school districts. However, funding for this program has been inadequate to carry out this mission successfully. And the Committee believes strongly that the goal of "first in the world in math and science" will only be reached when sufficient funds are made available so that every school across the country can provide a program of sufficient size, scope and quality to be effective. S. 2 therefore calls for a strong increase in the authorization and appropriations for this program. The Fiscal year 1991 appropriation for the Eisenhower Math and Science program is $207 million. S. 2 calls for a Fiscal year 1992 authorization of $300 million, an increase of close to 50 percent over funds now made available.

Such an increase will greatly serve our interests of increasing the achievement levels of mathematics and science students in elementary and secondary schools nationwide.

Subpart 2—Star Schools Program

The Star Schools Program Assistance Act was enacted in 1987 to respond to schools which, due to budget constraints or difficulty in recruiting qualified teachers, could not provide instruction in basic or advanced mathematics, science, and foreign languages to their students. In 1987, only 35 percent of high schools offered a course in physics. A third of math and science teachers lacked qualifications to teach those subjects. Math and science achievement among students in this country is weak in part because these fields of study are not made widely available to our students. If American youth do not receive a good education in these subjects, we will not be able to offer them job opportunities in high technology fields or compete as a nation in the world's economic markets.

The Star Schools legislation provides schools with links to satellites and other technologies to bring well-taught math, science, and foreign language classes to schools and students on a regular basis in areas of need. By making this instruction available, the Committee believes that every student will have a chance at a good math and science education and an opportunity to study foreign languages. The Committee intends that curriculum specialists be consulted in the development of programming.

The Star Schools Program Assistance Act will expire this year. Subpart 2 extends the Act by authorizing to be appropriated $50 million for each of fiscal years 1992 through 1996.

Subpart 3—Classrooms for the future

The need to upgrade instruction in mathematics and science education is critical. Producing scientists, engineers and students who

have a highly sophisticated grasp of mathematics and science materials is an important component of reaching the goal of "first in the world in math and science". The Committee believes strongly, however, that it is equally important to foster general and widespread scientific and mathematics literacy amongst our students. Hearings held during last Congress indicated that many students turn away from studying math and science at early grade levels. Many leave out of sheer boredom, others leave due to an inability to grasp abstract concepts or understand materials. The introduction to mathematics and science that young students receive determines their interest and later participation in mathematics and science instruction. Dull or inadequate education far too often pushes students unnecessarily out of math and science courses.

Students who do not score well on math and science tests are often frustrated and are severely discouraged from continuing in these fields. The ability of all American students, not just those who reach the graduate level, to be competent in math and science is essential to our economic interest. The Classrooms of the Future Act seeks to address this problem by providing state-of-the-art learning technologies and strategies to bear upon the instruction of underachieving students in these areas.

The Classrooms of the Future Act authorizes $50 million in demonstration grants for fiscal year 1992 and such sums through fiscal year 1996 for programs which apply, develop or implement learning technology strategies to improve the educational achievement of the underachieving elementary and secondary student in math and science. Such instructional technologies could include the use of computer-based instruction that seeks to work interactively with students at their own pace to improving knowledge of mathematics and science. It would include educational programming through television and radio that brings alive abstract concepts or demonstrates visually chemistry or physics or environmental studies. It could include as well the development of laser video disks CD-ROM, CD-V, and CD-I, and other curricular and technology develoment for interactive learning.

The Committee notes that technologically-based instruction is a powerful learning tool. In some cases, students respond better to visual aids; and for these students, video technology and computer assisted instruction can be used effectively to develop and improve basic skills, using the programming format to build sequentially to higher-level critical thinking skills. The Committee encourages the use of other state-of-the-art learning technology as it develops during the period of this authorization.

The Committee recognizes the long-term cost-effectiveness of this program. Curriculum developed can be used time and time again by school systems, shared with other school systems, and duplicated or adopted at a cost far cheaper than that of original development. The Committee has therefore included language that would direct the Secretary to place a priority in awarding grants to programs that are developed so that they could be applied nationally. In addition, language specifically authorizes dissemination activities as a permissive use of funds under this Act. This language was included to insure that grants awarded through this program reach nationwide into as many classrooms as possible.

Finally, the Committee would like to emphasize that teacher training is an essential component of employing learning technologies in the classroom. Such strategies will only have a real and meaningful impact on the educational achievement of a student if integrated into other classroom activities and the curricular plan as a whole.

The Committee wants to encourage coordination of this program with other federally funded technology programs, particularly the Star Schools program. Video technology such as that authorized by Classrooms of the Future can be used both in individual classrooms and in coordination with a Star Schools network. The Committee intends that telecommunications partnerships eligible for a Star Schools grant also be eligible for a Classrooms of the Future grant.

All activities under this program are required to have the improvement of the educational achievement of the underachieving student as the core objective of the project. Efforts to improve math and science achievement often focus upon the highest level students, and upon improving basic skills for students at the other end of the spectrum. It is the student in the middle who is often forgotten. This program addresses the learning needs of these students by bringing the kind of state-of-the-art equipment to bear upon their instruction that will spark their interest. Such instructional tools may unleash in a student a heretofore unknown interest in math and science, encouraging the underachieving student of today to go on to be the Einstein of tomorrow.

Part D—School dropout demonstration assistance

It is expected that 720,000 students will drop out of school this year. They leave school before graduating for a variety of reasons: poor teachers, broken homes, poverty, substance abuse, and the need to go to work. No matter what the cause is for any student, it is a tragedy for them and for the nation.

The Committee applauds the inclusion of dropout prevention in the national educational goals. That goal promises that graduation rates of high school students will rise to 90 percent by the year 2000. If this goal is to be met, we must be serious about providing programs that motivate students to complete school.

This provision extends the School Dropout Demonstration Assistance Act through 1996.

V. Committee Votes

S. 2 was brought for markup at the full Committee on Labor and Human Resources on April 17, 1991. At that time, Senator Kennedy offered an amendment in the nature of a substitute. The bill as amended was reported favorably from the Committee by a vote of 10 to 7 as follows:

Yeas	Nays
Kennedy	Hatch
Pell	Kassebaum
Metzenbaum	Jeffords
Dodd	Coats
Simon	Durenberger
Harkin	Thurmond

Adams	Cochran
Mikulski	
Bingaman	
Wellstone	

One amendment was offered during the Committee's consideration of S. 2. This amendment, offered by Senator Kassebaum, proposed to substitute for the provisions of S. 2 the provisions of literacy legislation approved by the House of Representatives earlier this year as H.R. 751. The amendment was defeated by a vote of 7 yeas to 10 nays. The vote on the amendment was as follows:

Yeas	Nays
Hatch	Kennedy
Kassebaum	Pell
Jeffords	Metzenbaum
Coats	Dodd
Durenberger	Simon
Thurmond	Harkin
Cochran	Adams
	Mikulski
	Bingaman
	Wellstone

VI. Cost Estimate

U.S. Congress,
Congressional Budget Office,
Washington, DC, April 19, 1991.

Hon. Edward M. Kennedy,
Chairman, Senate Committee on Labor and Human Resources, U.S. Senate, Washington, DC.

Dear Mr. Chairman: The Congressional Budget Office has prepared the attached cost estimate for S. 2, the Strengthening Education for American Families Act, as ordered reported by the Senate Labor and Human Resources Committee on April 17, 1991.

This bill would not affect direct spending. Therefore, it would have no effect under the pay-as-you-go procedures established in the Budget Enforcement Act of 1990.

If you wish further details, we will be pleased to provide them.

Sincerely,

Robert F. Hale
(For Robert D. Reischauer).

CONGRESSIONAL BUDGET OFFICE COST ESTIMATE

1. Bill number: S. 2.
2. Bill title: Strengthening Education for American Families Act.
3. Bill status: As ordered reported from the Senate Committee on Labor and Human Resources on April 17, 1991.
4. Bill purpose: The purpose of this bill is to promote the achievement of national educational goals and to promote literacy in the United States.
5. Estimated cost to the Federal Government:

[By fiscal years, in millions of dollars]

Authorizations	1991	1992	1993	1994	1995	1996
National Council on Educational Goals:						
Estimated authorization		2	2	2	2	2
Estimated outlays		2	2	2	2	2
State summits on Education:						
Estimated authorization		5	55	5	6	6
Estimated outlays		1	4	5	5	6
National Institute for Literacy:						
Authorization		15	15	15	5	
Estimated outlays		12	15	15	15	3
State literacy resource centers:						
Estimated authorization		25	25	26	27	
Estimated outlays		3	20	25	26	24
National workforce literacy assistance collaborative:						
Authorization		5	5	5	5	
Estimated outlays		1	4	5	5	4
Workforce literacy strategies:						
Estimated authorization		40	42	65	67	
Estimated outlays		5	32	43	60	58
Adult education grants:						
Estimated authorization		43	44	280	291	
Estimated outlays		5	34	72	234	249
Even Start:						
Estimated authorization		8	9			
Estimated outlays		1	7	7	2	
Mathematics and science education:						
Estimated authorization		78	69			
Estimated outlays		9	61	61	14	1
Family literacy public broadcasting:						
Authorization		2				
Estimated outlays		(1)	1	(1)	(1)	
Programs for commercial drivers:						
Authorization	1	3	3			
Estimated outlays	(1)	1	2	3	1	(1)
Literacy challenge grants:						
Estimated authorization		3	3			
Estimated outlays		1	2	1	(1)	
FIRST:						
Estimated authorization	51	53	55			
Estimated outlays	6	41	52	48	11	1
Model schools of excellence:						
Estimated authorization		100	104	108	112	116
Estimated outlays		12	80	102	107	112
Star Schools Program:						
Estimated authorization		13	50	50	50	50
Estimated outlays		2	15	42	49	50
Classrooms for the future:						
Estimated authorization		50	52	54	56	58
Estimated outlays		6	40	51	54	56
Dropout prevention:						
Authorization		50	50	50	50	50
Estimated outlays		6	40	49	50	50
Bill total:						
Estimated authorization	52	494	533	660	681	282
Estimated outlays	6	107	413	530	636	616

(1) Less than $500,000

Note.—Totals may not add due to rounding.

The cost of this bill fall in Function 500.

Basis of Estimate: CBO's estimate of the amounts authorized for a number of programs is identical to amounts specified in the bill. These programs are: National Institute for Literacy, National

Workforce Literacy Assistance Collaborative, Family Literacy Public Broadcasting, Programs for Commercial Drivers, and Dropout Prevention. For the remaining programs addressed in the bill CBO has estimated the amounts authorized for one or more of the fiscal years covered. A discussion of these latter programs follows.

S. 2 establishes several new programs with specific authorizations for 1992 but authorizes such sums as may be necessary for 1993–1996. These programs are a National Council on Education, grants to states to conduct state summits on education, Model Schools for Excellence, and Classrooms for the Future. The estimated levels authorized for 1993–1996 are the 1992 level adjusted each year for projected inflation.

The bill authorizes a grant program for the establishment of a network of State literacy resource centers. This program is authorized at $25 million in 1992 and 1993 and such sums as may be necessary in 1994 and 1995. The estimated amounts authorized for these years are the 1993 level adjusted for anticipated inflation.

The Adult Education Act is amended to permit grants to be awarded to eligible small- and medium-sized businesses under a program entitled National Workforce Literacy Strategies. These grants would be used to provide literacy and basic skills training to workers. S. 2 authorizes $60 million for this grant program in fiscal year 1992, however, it is authorized currently through 1993 at such sums as may be necessary. S. 2 further amends the Adult Education Act to increase the authorization for Adult Education Grants to $280 million in 1992. The program is authorized currently at such sums as may be necessary through 1993. In addition, the Even Start program, which is currently authorized at such sums as necessary through 1993 would be authorized at $60 million in 1992 and at such sums as may be necessary in 1993. Finally, the Dwight D. Eisenhower Mathematics and Science Education Act is amended to increase the authorization to $300 million in 1992. The program is authorized currently at such sums as may be necessary through 1993. For these four programs, CBO's estimate of the amount authorized for 1992 because of these changes represents the difference between the current estimated authorization level, the relevant 1991 appropriation adjusted for projected inflation, and the amount specified in the bill. CBO's estimate of the authorization for 1993 is the difference between the amount specified for 1992, adjusted for expected inflation, and the current estimated authorization level. Both the 1994 and 1995 estimated authorizations represent the amount designated for 1992, adjusted for projected inflation.

S. 2 amends the Domestic Volunteeer Service Act of 1973 to include a separate authorization of $2.5 million in 1992 for a new program of Literacy Challenge Grants. The program is authorized at such sums as may be necessary in 1993. Therefore, CBO's estimate of the 1993 authorization is the 1992 authorization adjusted for projected inflation.

The Fund for the Improvement and Reform of Schools and Teaching Act (FIRST) is amended to establish a new grant program to test school based management/shared decisionmaking programs at school sites throughout the nation. S. 2 increases the 1989 authorization level to $55.1 million and authorizes such sums as may be necessary through 1993. FIRST is currently authorized at $30

million in 1989 and such sums as may be necessary through 1993. CBO's estimate of the 1991 authorization represents the difference between the current appropriation and the 1989 stated level adjusted for inflation. The estimated authorizations for 1992 and 1993 reflect the difference between the current estimated authorization level, the 1991 appropriation adjusted for projected inflation, and the amount specified for 1989 adjusted for anticipated inflation.

Finally, S. 2 amends the authorization for appropriation of the Star Schools program. Currently, this program is authorized for a total of $100 million through fiscal year 1992 and a total of $63 million has been appropriated for fiscal years 1988–1991. S. 2 authorizes this program at $50 million for each of the fiscal years 1992–1996. Thus, CBO estimates that $13 million is authorized for 1992, which is the difference between the amount specified in the bill and $37 million, the amount of the existing authorization that has yet to be appropriated.

Estimated total outlays assume full appropriation of estimated authorizations. In addition, the estimated outlays for the existing programs reflect current spending patterns; estimated outlays for new programs reflect the spending patterns of similar federal programs.

6. Pay-as-you-go considerations: Section 252 of the Balanced Budget Emergency Deficit Control Act of 1985 sets up pay-as-you-go procedures for legislation affecting direct spending or receipts through 1995. Because this bill would not affect direct spending or receipts, there are no pay-as-you-go implications.

7. Estimated cost to State and local government: The grants for state summits, state literacy resource centers, Workplace Literacy, adult education, Even Start, commercial drivers, and Literacy Challenge all require grantees to provide some matching funds.

For a state to receive a state summits grant, an application must be submitted to the Secretary of Education. The grant, which would be used to pay for the federal share of conducting a state summit, is not to exceed 50 percent of the total cost.

The new grants to states for literacy resource centers would be awarded on a competitive basis. A state receiving such a grant must finance 20 percent of the first and second year total costs. This share increases to 40 percent of the total cost by the fifth year. If a state chooses to use the funds to establish or support a state council on literacy, however, it must match federal funds dollar for dollar.

The Workplace Literacy grants also would be awarded on a competitive basis. Federal funds would finance 70 percent of the total cost.

The Adult Education grants are basic grants to states; funding is distributed to states based on a state's population of persons aged 16 and over who do not have high school diplomas and who are not required to be enrolled in school. Grants shall be used to finance a maximum of 75 percent of the total cost.

The Even Start program provides basic grants distributed to state and local governments based on each state's portion of the Chapter 1 Basic Grant funds. The state and local governments are required to fund a minimum of 10 percent of the total cost of the

program. By the fourth year, the state and local contribution to the total cost increases to 40 percent.

Federal funds may be used to finance 50 percent of the total cost of any program which increases the literacy skills of commercial drivers so they may compete the test requirements under the Commercial Motor Vehicle Safety Act. The non-Federal share need not come from state funds, however.

Literacy Challenge grants may be awarded to any eligible public agency or private organization to establish or to operate a literacy program or project including the use of full-time or part-time volunteers. The grants would be awarded on a competitive basis. The federal share of a project administered by a nonprofit community-based organization shall not exceed 90 percent of the total cost in the first year. By the third year the federal share must decline to 70 percent of the total cost. Any other nonprofit organization, public agency, or private, for-profit organization receiving federal funds must contribute a minimum of 20 percent in the first year. By the third year, the non-Federal share for such grantees increases to 40 percent of the total project cost.

8. Estimate comparison: None.

9. Previous CBO estimate: A similar cost estimate was prepared for H.R. 751, the National Literacy Act of 1991, as ordered reported by the House Education and Labor Committee on March 12, 1991.

10. Estimate prepared by: Diane Celuch (226-2800).

11. Estimate approved by: C.G. Nuckols for James L. Blum, Assistant Director for Budget Analysis.

VII. Regulatory Impact Statement

The Committee has determined that there will be minimal increases in the regulatory burden imposed by this bill.

VIII. Section-by-Section Analysis

TITLE I—NATIONAL EDUCATION GOALS

Section 101. Presents the Congressional findings concerning the need for legislation.

Section 102. Describes the national goal that all children will begin school ready to learn by the year 2000.

Section 103. Describes the national goal that by the year 2000, high school graduation rate will increase to at least 90 percent.

Section 104. Describes the national goal that American students will leave grades 4, 8, and 12 with competency in basic courses and prepared for citizenship by the year 2000.

Section 105. Describes the national goal that American students will be first in the world in math and science achievement by the year 2000.

Section 106. Describes the national goal that by the year 2000 every American will be literate.

Section 107. Describes the national goal that all schools will be free of drugs and violence by the year 2000.

Section 108. Describes the national goal that there will be a qualified and diverse teaching faculty in every school by the year 2000.

Section 109. Describes the national goal that by the year 2000, all Americans will have equal opportunity for postsecondary education.

TITLE II—NATIONAL COUNCIL ON EDUCATION GOALS

Section 201. Provides that this Title may be cited as the "National Academic Report Card Act of 1991."

Section 202. Presents the congressional findings concerning the need for the legislation.

Section 203. The Council.

(a) Establishment of Council.—There is authorized to be established an independent National Council on Educational Goals to study, make recommendations regarding, and monitor the progress toward meeting the national goals for education.

(b) Composition.—The Council shall be constituted when either ½ of the members are appointed or 6 of the members described in paragraph (3) or (4) of subsection (b) have been appointed. Membership on the Council shall be bipartisan and shall be appointed as follows:

(1) 2 members appointed by the president.

(2) 6 members equally bipartisan selected by the chair of the National Governors Association with the Vice-Chair from among the Governors of the States.

(3) 5 members shall be appointed by the Speaker of the House of Representatives in consultation with the Minority Leader of the House of Representatives.

(4) 5 members shall be appointed by the President Pro Tempore of the Senate upon recommendation of the Majority Leader and the Minority Leader of the Senate.

(c) Qualifications.—Congressional appointees shall not include elected Federal officials, but shall be appointed on the basis of widely recognized experience in education, and be appointed from among state legislators, "teachers, school administrators, assessment experts, school board members, parents or representatives of parents groups, representatives of businesses or foundations. National Governor's Association appointees shall be nominated from among the Governors or those determined to be appropriate by the National Governor's Association.

(d) Term.—Presidential appointees: (1) to serve a four year term (1) to serve a 6-year term. National Governor's Association nominees: (1) to serve a 6-year term, (1) to serve a 4-year term, and (1) to serve a 2-year term. House and Senate appointees: from the majority party (1) to serve a 6-year term, (1) to serve a 4-year term, and (1) to serve a 2-year term; from the minority party (1) to serve a 4 year term, and (1) to serve a 2-year term.

(e) Chairperson.—During the first 60 days after enactment of this act the Council shall select a Chairperson from among the members

(f) Vacancies.—Vacancies occurring on the Council shall be filled in the same manner as original appointment.

(g) Compensation and Travel.—Members shall serve without compensation, but be allowed travel expenses.

Section 204. Functions.

(a) Functions.—The Council shall—

(1) Compile, inventory, and analyze existing information regarding the educational achievement of U.S. students and schools;

(2) Monitor and report on progress towards meeting the national education goals;

(3) Establish benchmarks to meet long-term national goals;

(4) Identify information that would best advise the public about the state of the schools;

(5) Develop consensus about the indicators on which data will be collected and analyzed for the Report Card;

(6) Make recommendations about additional data needed;

(7) Through the interim Council report and annual Report Card, identify gaps in existing data and recommend improvements in the methods and procedures used to assess progress toward achieving the national education goals;

(8) Develop recommendations regarding Federal, State and local policymaking for meeting the national goals.

(b) Performance of Functions.—The Council shall—

(1) Consider the goals already set forth by the National Education Summit;

(2) Consider the goals of the States developed through the State Summits;

(3) Report on the progress toward achieving the goals;

(4) Consider relevant data that affect student performance;

(5) Report on progress comparing skill attainment or progress within similar bands of school resources;

(6) Consider alternative assessment instruments emphasizing mastery over skill areas rather than specific information.

(c) Data Collection.—

(1) The Council shall contract with an eligible entity to generate or collect such data as necessary;

(2) Eligible entities include the National Center for Education Statistics and any entity that meets the eligibility criteria established by the Council.

Section 205. Interim Council Report.

Within one year the Council shall prepare and submit a report to the President, the appropriate committees of Congress, the National Education Goals Panel, and the Governor of each State, that establishes a timetable for reporting progress toward achieving the National Education Goals, and includes a series of reasonable steps for measuring implementation and success of each recommendation of the Council.

Section 206. Annual Report Card.

(a) In General.—Within 2 years the Council shall prepare a report to the President, the appropriate Committees of Congress, and the Governor of each State, that notes progress toward achieving the goals, may describe modifications to existing goals, identify continuing gaps in existing educational data, and make recommendations for improvement in the methods and procedures of assessing educational attainment and strengthening the national assessment and information system by the Department of Education.

(b) Continuation.—The Council shall continue to issue a National Report Card on an annual basis for the duration of its existence.

(c) Format.—National Report Cards shall be presented in a form that is understandable to parents and the general public.

Section 207. Powers of the Council.

(a) Hearings.—The Council may conduct such hearings as the Council considers appropriate for the purposes of carrying out this Act.

(b) Information.—The Council may secure directly from any Federal agency such information as may be necessary to enable the Council to carry out this Act.

Section 208. Administrative provisions.

(a) Meetings.—The Council shall meet on a regular basis at the call of the Chairperson or a majority of its members.

(b) Quorum.—Nine Members shall constitute a quorum.

(c) Voting.—The Council shall take all action by a majority vote of the members attending a duly called meeting. No proxy may be exercised.

Section 209. State summits on education.

(a) Establishment.—The Secretary of Education shall make grants to the States to pay for the Federal share of conducting State Summits on Education, evaluating progress toward implementing the national goals, and evaluating the implementation process.

(b) Application.—To be eligible to receive a grant, a State shall submit an application to the Secretary of Education.

(c) Federal share.—The Federal share of the grants shall not be more than 50 percent.

(d) Report.—Each State receiving a grant shall, on completion of the State Summit, prepare and submit to the respective state legislature, and the Council a report describing

(1) the educational goals of the State, including changes or additions to the national goals;

(2) a plan for meeting the goals and a timetable for carrying out the plan; and

(3) a plan for evaluating the progress of the State in meeting the goals according to the timetable.

Section 210. Authorization of appropriations—

(a) $2 million for the fiscal year 1992 and such sums as may be necessary for fiscal years 1993 through 2001 to carry out the provisions of this title.

(b) To carry out the provisions of Section 209 with respect to the State summits on education $5 million in matching funds for fiscal year 1992 and such sums as may be necessary for fiscal years 1993-2001.

TITLE III—LITERACY

Section 301 provides that this legislation may be cited as the "National Literacy Act of 1991."

Section 302 describes the findings and demonstrates need for literacy services.

Section 303 provides a definition of literacy.

Part A—Literacy: Strategic planning, research and coordination

Section 311 outlines the role of the Assistant Secretary for Vocational and Adult Education with respect to the coordination of literacy related programs and policy initiatives.

Section 312 amends section 384 of the Adult Education Act to establish a National Institute for Literacy to carry out research and related activities to improve the delivery of services in the field of literacy. Fifteen million dollars are authorized for each of fiscal years 1992, 1993, 1994, 1995.

Section 313 amends Part B of the Adult Education Act to establish state and regional literacy resource centers.

Section 356 describes purpose and duties of state literary resource centers and assistance by state and local public and private nonprofit agencies to eliminate illiteracy. Authorizes $25 million for fiscal years 1992 and 1993 and "such sums" for fiscal years 1994 and 1995.

Part B—Workforce literacy

Section 321 establishes in the Department of Labor a National Workforce Literacy Collaborative to assist small- and medium-sized businesses, business associations that represent small- and medium-sized businesses, and labor organizations to develop and implement literacy programs to improve the basic skills of those currently employed. Authorizes $5 million for each of fiscal years 1992, 1993, 1994, 1995.

Section 322 amends section 371 of the Adult Education Act to authorize the Secretary of Education to establish a program of grants to facilitate the design and implementation of national strategies to address literacy in the workforce. Not more than five million dollars are to be reserved for these grants once the appropriations for Section 371 reaches $25 million. Authorizes for Section 372 such sums for fiscal 1991, $60 million for fiscal 1992, and such sums for fiscal years 1993, 1994, and 1995.

Part C—Investment in literacy

Section 331 amends section 313 of the Adult Education Act to authorize funding for an additional 5 years at "such sums" for fiscal year 1991, $260 million for fiscal year 1992 and "such sums" for fiscal years 1993, 1994, 1995 and modifies provisions governing the use of funds and state administration. This section also renames and modifies the functions of the state adult education advisory board to include specific literacy related activities, requires states to develop indicators of program quality, requires states to evaluate at least 80 percent of the projects during the life of the reauthorization.

Section 332 amends section 1531(b) of the Elementary and Secondary Education Act to include training programs to enhance the ability of teachers to identify students with reading and reading-related problems.

Section 333 amends section 1052 of the Elementary and Secondary Education Act to rename the Even Start program the Even Start Family Literacy Program, to establish a minimum grant size of $75,000, to reserve funds for migrant families and U.S. territo-

ries, and to clarify that a family is eligible for assistance until both the child and adult are ineligible. Authorizes $60 million for fiscal year 1992 and "such sums" for fiscal year 1993.

Section 334 authorizes the Secretary to enter into a contract with the Corporation for Public Broadcasting to arrange for the production and dissemination of family literacy programming. Authorizes $2 million for fiscal year 1992.

Part D—Business leadership for employment skills

Section 341 amends part C of the Adult Education Act to authorize the Secretary to make grants to establish adult education programs which increase the literacy skills of commercial drivers.

Part E—Books for families

Section 351 amends section 1563(b) of the Elementary and Secondary Education Act to place a priority for the selection of additional programs under the Reading is Fundamental program to projects serving children with special needs.

Section 352 amends section 601 of the Library Services and Construction Act to target library literacy programs to areas of greatest need.

Part F—Literacy for incarcerated individuals

Section 361 amends section 321 of the Elementary and Secondary Education Act to authorize a program of literacy services to incarcerated adults.

Section 362 amends section 1566 of the Elementary and Secondary Education Act to establish "Blue Ribbon" awards for innovative programs for correctional education and literacy programs. Effective date is October 1, 1992.

Part G—Volunteers for literacy

Section 371 amends Part C of Title I of the Domestic Volunteer Services Act to authorize the Director to award literacy challenge grants to eligible agencies for literacy programs using volunteers. Authorizes $2.5 million for fiscal year 1992 and "such sums" for fiscal year 1993.

TITLE IV—EDUCATION FOR THE FUTURE

Part A—School based management/shared decisionmaking and flexibility incentive

Section 411 entitles this part the "School Based Management/Shared Decisionmaking and Flexibility Incentive Act".

Section 412 presents Congressional findings for this legislation.

Section 413 amends the Fund for the Improvement and Reform of Schools and Teaching Act to authorize the Secretary to make grants to local education agencies to provide incentives for providing school based management/share decisionmaking programs at school sites and to evaluate and disseminate the results of the evaluation. Any recipient that also receives federal financial assistance under the Professional Development Academy Establishment Act shall provide either in-service training programs or coordinate programs funded in this subpart with programs run by professional

development academies. Authorizes $55,100,000. Secretary may reserve not more than $25,100,000 for these activities.

Part B—Model schools of excellence

Section 421 amends the Elementary and Secondary Education Act of 1965 to add a new Chapter 3—Model Schools of Excellence.

Section 1601 provides that the purpose of the program is to enable school districts with high percentages of economically disadvantaged students to strengthen the knowledge of elementary and secondary school students in academic subjects.

Section 1602 creates a distinction of distribution under this Part based on the appropriations level. Should appropriations fall below $50 million, the program is authorized as a Secretary's grant program. Should appropriations exceed $50 million, funds would be distributed to the states on a formula basis. Under this provision, the state is directed to make grants to local educational agencies, consortia of such agencies, or intermediate educational units.

Section 1603 provides that the State-based formula shall be distributed on the basis of the Chapter 2 formula.

Section 1604 makes LEAs, consortia of LEAs, or intermediate educational units eligible for grants if they can demonstrate collaborative arrangements with an IHE, CBO, SEA or other educational entities.

Section 1605 authorizes use of funds for planning and outreach activities, acquisition of books, materials and equipment, and teacher training, payment and compensation with the requirement that all such authorized uses of funds are directly related to improving educational achievement in academic subject areas including art, music and vocational skills.

Section 1606 defines the application requirements. All eligible entities are required to include assurances to the State or to the Secretary that the eligible entity has a significant percentage of economically disadvantaged students, that students who are actually served represent a significant percentage or enrollment of economically disadvantaged students, that the program will contribute to the improvement of educational quality, that teachers will be certified or licensed for the subject areas they teach, that the project will not engage in discrimination in hiring or assigning students, and that it will provide a description of how funds will be used to provide integration and high quality education programs.

Section 1607 requires that the award of funds under this part will not be used as evidence of desegregation of a public school.

Section 1608 authorizes $100 million for fiscal year 92 and such sums through fiscal year 96; repeals section 4606 of ESEA, redesignates Section 4608 as 4609, and strikes subsection (b) of 4609 as redesignated.

Part C—Mathematics and science excellence

Subpart 1—Dwight D. Eisenhower Mathematics and Science Education Act

Section 431 amends Section 2003 of the Dwight D. Eisenhower Education Act to establish the authorization level for fiscal year 92

at $300 million, and to continue the such sums authorization for fiscal year 93.

Subpart 2—Star Schools Program

Section 436 amends section 903 of the Star Schools Program Assistance Act by authorizing $50 million for each of the fiscal years 1992, 1993, 1994, 1995, and 1996 to carry out the provisions of the Act.

Subpart 3—Classrooms for the future

Section 441 establishes the short title, as "Classrooms of the Future Act".

Section 442 defines the purpose as developing mathematics and science curricula using state-of-the-art technology and techniques to increase the math and science achievement levels of underachieving students.

Section 443 authorizes grants to LEA's, SEA's, IHE's, public or private nonprofit agencies or consortia for programs to develop curricula that combine classroom teaching strategies with state-of-the-art learning technologies for underachieving math and science students in elementary, secondary and vocational educational schools. Sets priority in awarding grants to programs which may be applied nationally, and programs which serve a large number or percentage of disadvantaged students. Establishes procedures for an application process, and requires that the application include a description of how the program will address the needs of underachieving students; how the program is coordinated with teacher training, how it is coordinated with funds under other teacher training and federal technology programs, and an assurance that the program serves economically disadvantaged students.

Section 444 delineates uses of funds, authorizing funds for the development of curricula that combine classroom teaching strategies with computerized artificial intelligence and other technologies, video-assisted instructional materials, such as video disk technology, the development of educational television or educational radio programming for use in the classroom, teacher training programs to employ these technologies in regular classroom instruction, the acquisition of instructional materials, and the dissemination of information on program activities.

Section 445 provides definitions for an institution of higher education, a local educational agency, the Secretary and a State educational agency.

Section 446 authorizes program at $50 million for fiscal year 1992 and such sums for each fiscal year through 1996.

Part D—School dropout demonstration assistance

Section 451 amends section 6003 of the School Dropout Demonstration Assistance Act to extend the program through fiscal year 1996.

IX. MINORITY VIEWS OF SENATORS HATCH, KASSEBAUM, JEFFORDS, COATS, THURMOND, DURENBERGER, AND COCHRAN

There is a national consensus regarding the importance of education and the need to spur reforms which will produce the quality of education that Americans need and expect. The reform effort is one which will require commitment and cooperation among all involved in their respective capacities as government officials, parents, educators, and business and community leaders.

We are deeply disappointed, therefore, that the consensus-building process which has typically characterized the development of federal education legislation did not occur with respect to committee action on S. 2, the Strengthening Education for American Families Act. We opposed this legislation after failing in our attempt to substitute for it the provisions of literacy legislation which enjoy broad and bipartisan support in both the House and Senate.

The literacy bill, H.R. 751, represents a consensus achieved through deliberation and negotiation at the subcommittee and committee levels and floor consideration in both the House and Senate. It is unfortunate that efforts to enact the literacy bill as part of a larger piece of legislation were unsuccessful during the 101st Congress. It is equally unfortunate that this bill has once again become entangled with unrelated controversial provisions. The House of Representatives approved H.R. 751 last month, and we believe that the Senate should act promptly in doing the same. This is a sound piece of legislation which will put us on the road to eliminating illiteracy, and it deserves to become law.

In contrast, S. 2 represents an attempt to short-circuit the normal deliberative process. Although some portions of the bill have established legislative records, others do not. The six programs which now comprise Title IV of the bill were presented only one day before the committee markup. The question is not whether many of these programs have merit, as many of them do and have had our support in the past. Rather, the question is: why is it necessary to rush this bill through committee, bypassing consultation and deliberation among all members?

To offer a few examples, the "Classroom of the Future Act" incorporated in Title IV is a $50 million grant program which has never been introduced as separate legislation, has never been subject to hearings, and was first unveiled twenty-four hours before it was reported from the committee. Title IV also includes provisions reauthorizing the Star Schools Program Assistance Act through fiscal year 1996. This act will expire this year, and there is a great deal of interest in modifying and improving its provisions as part of the reauthorization process. In fact, a hearing on the act is scheduled for next week. What, then, is the purpose of reporting a straight five-year reauthorization this week?

We are ready and willing to be full participants in a process of developing constructive legislation which will move toward the common goal of a better-educated America. President Bush has put forward an ambitious education strategy and has chosen as his new Secretary of Education a former governor and university president—Lamar Alexander—whose commitment to education is unchallenged.

We all want the best possible education for the children and adults of our nation. To make the most effective use of the federal resources devoted to this cause, it is important that Congress work closely with the President and the new Secretary of Education to develop and implement an education program which has broad bipartisan support.

An important first step—and one the Senate could take immediately—would be the enactment of the literacy bill already approved by the House. From that positive beginning, the Senate could move forward as part of a united effort to pool our nation's best thinking and ideas on behalf of educational improvement.

ORRIN G. HATCH.
THAD COCHRAN.
DAN COATS.
DAVE DURENBERGER.
JIM JEFFORDS.
STROM THURMOND.
NANCY LANDON KASSEBAUM.

MINORITY VIEWS OF SENATOR DAVE DURENBERGER

I would like to say upfront that I support the literacy provisions of S. 2. I want to focus my comments on what has been the most controversial part of S. 2, the National Report Card and National Goals.

Over the years, the Labor and Human Resources Committee has spent a lot of time discussing and debating what needs to be done to improve education in this country. What we hear from experts is that true progress in education and true education reform will not begin until we establish a foundation for measuring and rewarding outcomes in education. That is why this bill is so important.

If we want to move beyond talking about reform it is imperative that we rethink how this country—at the state, local and federal level—funds education. Put simply, we must move from a system that funds teachers, textbooks and buildings to a system that measures, rewards and funds outcomes. Unfortunately, this bill takes us backward in this effort.

With the adoption of the National Education Goals all fifty of our nation's Governors have made a commitment to be held accountable for their efforts based on outcomes. The American public wholeheartedly supports these goals and supports the efforts by the Governors and the President. In fact, the National Goals have received widespread endorsement from everyone that is, except Congress and those supporting this legislation who want their own goals and their own measurement process.

Florida Governor Lawton Chiles, testifying before the Labor Committee, explained to us how the federal government could best help this effort. He told us to loosen the strings on all the programs—strings he helped establish while he was here in the Senate—and free up States to find their own solutions to the programs. And to hold them accountable based on agreed upon outcome measurements.

So much focus has been over the issue of who gets a seat at the table—a seat that I do not believe Congress deserves until it stops blocking efforts at reform and proves to the American public that it has something significant to contribute—that the substance of the bill itself has been overlooked.

First, S. 2 creates two additional national goals—teacher recruitment and retention and equal opportunity for postsecondary education. While these "goals" may have merit, I do not believe it is wise to expand upon the goals already outlined by the President and Governors. States and educational organizations have already accepted and in many cases adjusted policy to fit these six national goals. Changing the goals midway through the process would simply delay any progress we have made by providing confusion and in many cases causing States to go back and adjust policies and State statutes.

Second, S. 2 goes beyond defining what the goals will be and actually establishes how those goals will be accomplished. For example, the bill states that it will increase participation in higher education "by reducing the imbalance between grants and loans." And it says that it will eliminate teacher shortages by assuring access to quality education and by expanding Federal assistance to teacher training and professional development.

This goes well beyond goal setting and measurement and gets into typical Congressional micromanagement. An approach completely contrary to what we are hearing from Governor Chiles and the states, which is to assist them with the financing and to hold them accountable, but let them determine the means to how they accomplish these goals.

So don't be mistaken, the problem with this bill is not only that it undermines the efforts of the President and the Governors—an effort 2 years into the process—to address the crisis in education. If adopted, it would also represent a major expansion of federal intervention and control over education, dictating not only outcomes but also the means, all at a time when we should be less—not more—prescriptive in our approach to setting national education policy.

DAVE DURENBERGER.

X. Changes in Existing Law

In compliance with rule XXVI paragraph 12 of the Standing Rules of the Senate, the following provides a print of the statute or the part of section thereof to be amended or replaced (existing law proposed to be omitted is enclosed in black brackets, new matter is printed in italic, existing law in which no change is proposed is shown in roman):

Adult Education Act

TITLE III—ADULT EDUCATION PROGRAMS

SEC. 301. SHORT TITLE.

This title may be cited as the "Adult Education Act".

PART A—BASIC PROGRAM PROVISIONS

* * * * * * *

SEC. 313. AUTHORIZATION OF APPROPRIATIONS; ALLOTMENTS.

(a) Authorization of Appropriations.—There are authorized to be appropriated [$200,000,000 for fiscal year 1989 and such sums as may be necessary for each succeeding fiscal year through fiscal year 1993] *such sums as may be necessary for the fiscal year 1991, $260,000,000 for the fiscal year 1992, and such sums as may be necessary for each of the fiscal years 1993, 1994, and 1995* to carry out the provisions of this title (other than sections 371 and 372).

* * * * * * *

PART B—STATE PROGRAMS

Subpart 1—Basic State Grants

* * * * * * *

SEC. 322. USE OF FUNDS; LOCAL APPLICATIONS.

(a) Use of Funds.—

[(1) Grants to States under this subpart shall be used in accordance with State plans (and amendments thereto) approved under sections 341 and 351, to pay the Federal share of the cost of the establishment or expansion of adult education programs to be carried out by local educational agencies and by public and private nonprofit agencies, organizations, and institutions. Grants provided under this section to States to carry out the programs described in the preceding sentence may be carried out by public or private nonprofit agencies, organizations, and institutions only if the applicable local educational agency has been consulted with and has had an opportunity to

comment on the application of such agency, organization, or institution. The comments of the local educational agency, and responses thereto, shall be attached to the application when it is forwarded to the State.]

(1) Grants to States under this subpart shall be used in accordance with State plans (and amendments thereto) approved under section 341 and 351, to pay the Federal share of the cost of the establishment or expansion of adult education programs to be carried out by local educational agencies correctional education agencies, community-based organizations, public or private nonprofit agencies, postsecondary educational institutions, and other institutions that have the ability to provide literacy services to adults and families. Each State educational agency receiving financial assistance under this subpart shall provide assurance that local educational agencies public or private nonprofit agencies, community-based organizations, correctional education agencies, postsecondary educational institutions, and institutions which serve educationally disadvantaged adults will be provided direct and equitable access to all Federal funds provided under this subpart. Failure to provide the assurance required by the preceding sentence shall disqualify a State from receiving its allotment under this title. In determining which programs shall receive assistance under this paragraph, the State shall consider—

(A) the past effectiveness of applicants in providing services (especially with respect to recruitment and retention of educationally disadvantaged adults and the learning gains demonstrated by such adults);

(B) the degree to which the applicant will coordinate and utilize other literacy and social services available in the community; and

(C) the commitment of the applicant to serve individuals in the community that are most in need of literacy services.

* * * * * * *

(3)(A) Grants to States provided under this section shall also be used for competitive 2-year grants to public housing authorities for literacy programs and related activities. Any public housing authority that receives a grant under this subparagraph shall consult with local adult education providers in conducting programs and activities with assistance provided under the grant. Any grant provided under this subparagraph shall be referred to as a "Gateway Grant".

(B) The Secretary shall, not less often than every 2 years, evaluate any grants made under this paragraph and report the results of such evaluation to the Committee on Education and Labor of the House of Representatives and the Committee on Labor and Human Resources of the Senate.

[(3) The State educational agency shall not approve any application unless evidence that any consultation required by paragraph (1) has taken place is provided.] *(4)* Such application shall contain such information as the State educational agency considers necessary, including a description of current programs, activities, and services receiving assistance from

Federal, State, and local sources; *the projected goals of the applicant with respect to participant recruitment, retention, and educational achievement and how the applicant will measure and report progress in meeting its goals;* cooperative arrangements (including arrangements with business, industry, and volunteer literacy organizations as appropriate) that have been made to deliver services to adults as well as assurances that adult educational programs, services, or activities provided under this title are coordinated with and not duplicative of services, programs, or activities made available to adults under other Federal, State, and local programs, including the Job Training Partnership Act, [the Carl D. Perkins Vocational Education Act] *the Carl D. Perkins Vocational and Applied Technology Education Act,* the Rehabilitation Act of 1973, [the Education of the Handicapped Act] *the Individuals with Disabilities Education Act,* the Indian Education Act, the Higher Education Act of 1965, and the Domestic Volunteer Service Act.

[(4)(A)] *(5)* The State educational agency shall give preference to those applicants who have demonstrated or can demonstrate a capability to recruit and serve educationally disadvantaged adults[.

[(B) The provisions of subparagraph (A) shall apply in any fiscal year in which the amount appropriated for basic State grants under this subpart exceeds the amounts available for such grants in fiscal year 1988.], *particularly in areas with a high proportion of adults who do not have a certificate of graduation from a school providing secondary education or its equivalent.*

* * * * * * *

SEC. 324. MANDATORY LITERACY PROGRAM.

(1) INITIAL REQUIREMENT.—Before the expiration of the 2-year period beginning on the date of the enactment of the National Literacy Act of 1991, each State correctional system shall have in effect a mandatory functional literacy program in at least 1 major correctional facility.

(b) SUBSEQUENT REQUIREMENT.—Before the expiration of the 5-year period beginning on the date of the enactment of the National Literacy Act of 1991, each State correctional system and each local jail or detention center with a population of more than 150 inmates shall have in effect a mandatory functional literacy program where funds are available to operate such a program.

(c) PROGRAM REQUIREMENTS.—Each mandatory functional literacy program required by subsections (a) and (b) shall include—

(1) a requirement that each individual incarcerated in such system, jail, or detention center who is not functionally literate shall participate in such program until such individual—

(A) achieves functional literacy;

(B) is granted parole;

(C) completes his or her sentence; or

(D) is released pursuant to a court order;

(2) a prohibition on granting parole to any individual described in paragraph (1) who refuses to participate in such program;

(3) adequate opportunities for appropriate educational services and testing all inmates for functional literacy upon reception; and

(4) an inmate participation incentive program which may include—

(A) better housing opportunities;

(B) monetary incentives for achievement; and

(C) positive reports from the education department to the parole authorities for inmates who participate and progress in the literacy program.

(d) FUNCTIONAL LITERACY.—For purposes of this section, the term "functional literacy" means—

(1) an eighth grade equivalence in reading on a nationally recognized standardized test;

(2) functional competency or literacy on a nationally recognized criterion-referenced test; or

(3) both.

(e) EXCEPTED INDIVIDUALS.—Any individual who is serving a life sentence without parole, is terminally ill, or is under a sentence of death shall not be required to participate in a mandatory functional literacy program.

(f) EARLY RELEASE WAIVER.—Subsection (c)(2) shall not apply in any case in which a court order requires early release of an individual due to a constitutional consideration.

(g) ANNUAL REPORT.—Each State correctional education agency shall submit a report annually to the Secretary with respect to its program under this section. Such report shall include—

(1) the number of individuals tested for eligibility;

(2) the number of individuals eligible for the program;

(3) the number of individuals participating in the program;

(4) the numbers of hours of instruction per week;

(5) sample data on achievement of students; and

(6) data on the costs of the program.

(h) EDUCATIONAL RECOMMENDATIONS.—Parole agencies are encouraged to make educational recommendations for those being released who do not have a marketable job skill or a high school diploma.

(i) NON-MANDATORY PROGRAMS.—Jails and detention centers with a population of 150 inmates or less are encouraged to develop mandatory functional literacy programs as described in subsection (c).

* * * * * * *

Subpart 3—State Administrative Responsibilities

SEC. 331. STATE ADMINISTRATION.

(a) STATE AGENCY RESPONSIBILITIES.—Any State desiring to participate in the programs authorized by this title shall designate the State educational agency to be the sole State agency responsible for the administration and supervision of such programs. The responsibilities of the State agency shall include—

(1) * * *

(2) within 2 years of the enactment of the National Literacy Act of 1991, the development and implementation, in consultation with a widely representative group of appropriate experts, educators, and administrators, of indicators of program quality to be used to evaluate programs assisted under this title, as required by section 352, to determine whether such programs are effective, including whether such programs are successfully recruiting, retaining, and improving the literacy skills of the individuals served in such programs;

[(2)] *(3)* consultation with the State advisory council established pursuant to section 332, and other appropriate agencies, groups, and individuals involved in the planning, administration, evaluation, and coordination of programs funded under this title; and

[(3)] *(4)* the assignment of such personnel as may be necessary for State administration of programs under this title.

* * * * * * *

[SEC. 332. STATE ADVISORY COUNCIL ON ADULT EDUCATION.]

SEC. 332. STATE ADVISORY COUNCIL ON ADULT EDUCATION AND LITERACY.

(a) REQUIREMENT.—(1) Any State may designate a body, or establish a new body if there is no suitable existing body, to act as a State advisory council on [adult education, appointed by the Governor] *adult education and literacy, appointed by, and responsible to, the Governor.* The membership of the State advisory council shall be broadly representative of citizens and groups within the State having an interest in adult education *and literacy*, and shall [consist of representatives of public education, private and public sector employment; recognized State labor organizations; private, voluntary, or community literacy organizations; libraries; and State economic development agencies.] *consist of—*

(i) representatives of public education;

(ii) representatives of public and private sector employment;

(iii) representatives of recognized State labor organizations;

(iv) representatives of private literacy organizations, voluntary literacy organizations, and community-based literacy organizations;

(v) the chief administrative office of a State, or the designee of such officer;

(vi) representatives of—

(I) the State educational agency;

(II) the State job training agency;

(III) the State human services agency;

(IV) the State public assistance agency;

(V) the State library program; and

(VI) the State economic development agency;

(vii) officers of the State government whose agencies provide funding for literacy services or who may be designated by the Governor or the Chairperson of the council to serve whenever matters within the jurisdiction of the agency headed by such an officer are to be considered by the council; and

(viii) classroom teachers who have demonstrated outstanding results in teaching children or adults to read.

* * * * * * *

[(d) PROCEDURES.—Members of the State advisory council shall, using procedures agreed upon, elect their own chairperson. The State advisory council shall determine its own procedures, staffing needs (subject to funding levels authorized by the Governor), and the number, time, place, and conduct of meetings, except that it shall hold at least 1 public meeting each year at which the general public is given an opportunity to express views concerning adult education programs in the State. In approving the plan for the evaluations under subsection (f)(3)(A), the council shall ensure that persons knowledgeable of the daily operation of adult education programs are involved.]

(d) PROCEDURES.—(1) Subject to paragraphs (2) and (3), the State advisory council shall determine its own procedures, staffing needs (subject to funding levels authorized by the chief executive officer of the State), and the number, time, place, and conduct of meetings.

(2) The State advisory council shall meet at least 4 times each year. At least 1 such meeting shall provide an opportunity for the general public to express views concerning adult education in the State.

(3) One number more than ½ of the members on the council shall constitute a quorum for the purpose of transmitting recommendations and proposals to the chief executive officer of the State, but a lesser number of members may constitute a quorum for other purposes.

* * * * * * *

(f) DUTIES.—Each State advisory council shall—

[(1) meet with the State agency or its representatives during the planning year to advise on the development of the State plan;

[(2) advise the State agency concerning—

[(A) policies the State should pursue to strengthen adult education; and

[(B) initiatives and methods the private sector could undertake to assist the State's improvement of adult education programs; and]

(1) meet with the State agencies responsible for literacy training during the planning year to advise on the development of a State plan for literacy and for adult education that fulfills the literacy and adult education needs of the State, especially with respect to the needs of the labor market, economic development goals, and the needs of the individuals in the State;

(2) advise the Governor, the State educational agency, and other State agencies concerning—

(A) the development and implementation of measurable State literacy and adult education goals consistent with section 342(c)(2), especially with respect to—

(i) improving levels of literacy in the State by ensuring that all appropriate State agencies have specific ob-

jectives and strategies for such goals in a comprehensive approach;

(ii) improving literacy programs in the State; and

(iii) fulfilling the long-term literacy goals of the State;

(B) the coordination and monitoring of State literacy training programs in order to progress toward the long-term literacy goals of the State;

(C) the improvement of the quality of literacy programs in the State by supporting the integration of services, staff training, and technology-based learning and the integration of resources of literacy programs conducted by various agencies of State government; and

(D) private sector initiatives that would improve adult education programs and literacy programs, especially through public-private partnerships;

(3) review and comment on the plan submitted pursuant to section 356(h) and submit such comments to the Secretary;

(4) measure progress on meeting the goals and objectives established pursuant to paragraph (2)(A);

(5) recommend model systems for implementing and coordinating State literacy programs for replication at the local level; and

(6) develop reporting requirements, standards for outcomes, performance measures, and program effectiveness in State programs, that are consistent with those proposed by the Interagency Task Force on Literacy; and

[(3)] *(7)*(A) approve the plan for evaluations required in section 352 and participate in the implementation and dissemination of such evaluations, (B) advise the Governor, the State legislature, and the general public of the State of the findings of such evaluations, and (C) include in any report of such evaluations its comments and recommendations.

Subpart 4—Planning and Applications

* * * * * * *

SEC. 342. FOUR-YEAR STATE PLAN.

(a) * * *

* * * * * * *

(c) COMPONENTS OF STATE PLAN.—Consistent with the assessments described in subsection (b) each such plan shall—

[(1) set forth the goals, the methods and strategies, and the expected outcomes of programs, services, and activities during the 4-year period;]

(1) describe and provide for the fulfillment of the literacy needs of individuals in the State;

(2) set forth measurable goals for improving literacy levels, retention, in literacy programs, and long-term learning gains of individuals in the State and describe a comprehensive approach for achieving such goals, including the development of indicators of program quality as required by section 331(a)(2);

[(2)] *(3)* describe the curriculum, equipment, and instruments that are being used by instruction personnel and indicate how current these elements are;

[(3)] *(4)* describe the means by which the delivery of adult education services will be significantly expanded (including efforts to reach typically underserved groups such as educationally disadvantaged adults, individuals with limited English proficiency and individuals with handicaps) through [the use of] *coordination by* agencies, institutions, and organizations [other than] *including* the public school system, [such as] businesses, labor unions, libraries, institutions of higher education, public health authorities, employment or training programs, antipoverty programs, organizations providing assistance to the homeless, and community and voluntary organizations;

[(4)] *(5)* describe the means by which representatives of the public and private sector are involved in the development and implementation of the plan, especially in the expansion of the delivery of adult education services by cooperation and collaboration with those public and private agencies, institutions, and organizations;

[(5)] *(6)* describe specialized efforts to attract and assist meaningful participation in adult education programs through flexible course schedules, provisions of auxiliary aids and services, convenient locations, adequate transportation, and meeting child care needs;

[(6)] *(7)* provide for the needs of persons with limited English proficiency (as defined in section 7004(a) of title VII of the Elementary and Secondary Education Act of 1965 or no English proficiency by providing adequate appropriate language assistance to the extent necessary to all such persons so they may progress effectively through adult education programs;

[(7)] *(8)* describe how the particular educational needs of adult immigrants, the incarcerated, persons with handicaps, the chronically unemployed, the homeless, the disadvantaged and minorities will be addressed;

[(8)] *(9)* describe the progress the State has made in achieving the goals set forth in each State plan subsequent to the initial State plan;

[(9) describe the progress it expects to make toward achieving the purpose of this title during the 4-year period of the State plan;]

* * * * * * *

(12) describe the steps taken to utilize volunteers, particularly volunteers assigned to the Literacy Corps established under the Domestic Volunteer Service Act and volunteers trained in programs carried out by section 382 of this title, but only to the extent that such volunteers supplement and do not supplant salaried employees; [and]

(13) describe the measures to be taken to ensure that adult education programs, services, and activities assisted under this title will take into account the findings or program reviews and evaluations carried out pursuant to section 352[:];

(14) report the amount of administrative funds spent on program improvements; and

(15) contain assurances that financial assistance provided pursuant to this title shall be used to assist and expand existing programs and to develop new programs for adults whose lack of basic skills—

(A) renders them unemployable;

(B) keeps them, whether employed or unemployed, from functioning independently in society; and

(C) severely reduces their ability to have a positive effect on the literacy of their children.

* * * * * * *

SEC. 352. EVALUATION.

In order to assist grant recipients receiving funds under this title to plan and operate the best possible programs of adult education, each State agency during the 4-year period of the State plan shall—

(1) annually submit [data to the Secretary] *to the Secretary and make public within the State data* with respect to grant recipients, *including—*

(A) the number and percentage of local educational agencies, community-based organizations, volunteer groups, and other organizations that are grant recipients; and

(B) results of the evaluations carried out as required by paragraph (2) in the year preceding the year for which the data is submitted;

(2) [before the end of such period evaluate at least one-third of grant recipients (which are representative of all grant recipients in the State) and such evaluations shall consider] *evaluate 20 percent of the grant recipients each year so that at the end of such period 80 percent of all grant recipients shall have been evaluated once and such evaluations shall consider, at a minimum—*

(A) the projected goals of the grant recipient as described in its application pursuant to section 322(a)(3);

[(A)] *(B)* the planning and content of the program;

[(B)] *(C)* the curriculum, instructional material, equipment, and qualifications of all personnel;

(D) the success of the grant recipients in meeting the State's indicators of program quality after such indicators are developed as required by section 331(a)(2); and

[(D)] *(E)* other factors determined to affect program operation; [and]

* * * * * * *

Subpart 6—Demonstration Projects

SEC. 353. SPECIAL EXPERIMENTAL, DEMONSTRATION PROJECTS AND TEACHER TRAINING.

(a) USE OF FUNDS.—Of the funds allotted to a State under section 313 for a fiscal year, not less than [10] *15* percent shall be used for—

(1) special projects which will be carried out in furtherance of the purposes of this title, which will be coordinated with other programs funded under this title and which—

(A) * * *

* * * * * * *

(B) involve programs of adult education, including education for persons with handicaps, the homeless, and persons of limited English proficiency, which are part of community school programs, carried out in cooperation with other Federal, State, or local programs which have unusual promise in promoting a comprehensive or coordinated approach to the problems of persons with educational deficiencies; [and]

(2) training persons engaged, or preparing to engage, as personnel in programs designed to carry out the purposes of this title[.]; *and*

(3) training professional teachers, volunteers, and administrators, with particular emphasis on—

(A) training—

(i) full-time professional adult educators;

(ii) minority adult educators;

(iii) educators of adults with limited English proficiency; and

(B) training teachers to recognize and more effectively serve illiterate individuals with learning disabilities and individuals who have a reading ability below the fifth grade level.

[(b) APPLICATIONS.—Applications for funds under subsection (a) shall include such information as the State educational agency considers appropriate, including plans for continuing the activities and services under the project after the completion of the funding.]

(b) SPECIAL RULE.—At least ⅔ of the 15 percent reserved pursuant to subsection (a) shall be used to carry out the provisions of paragraphs (2) and (3) of subsection (a).

Subpart 7—State Literacy Resource Centers

SEC. 356. STATE LITERACY RESOURCE CENTERS.

(a) PURPOSE.—It is the purpose of this section to assist State and local public and private nonprofit efforts to eliminate illiteracy through a program of State literacy resource center grants to—

(1) stimulate the coordination of literacy services,

(2) enhance the capacity of State and local organizations to provide literacy services, and

(3) serve as a reciprocal link between the National Institute for Literacy and service providers for the purpose of sharing information, data, research, and expertise and literacy resources.

(b) ESTABLISHMENT.—From amounts appropriated pursuant to subsection (k), the Secretary is authorized to make grants for purposes of establishing a network of State or regional adult literacy resource centers.

(c) ALLOTMENT.—(1) From sums available for purposes of making grants under this section for any fiscal year, the Secretary shall

allot to each State having an approved application under subsection (h) an amount that bears the same ratio to such sums as the amount allotted to such State under section 313(b) for the purpose of making grants under section 321 bears to the aggregate amount allotted to all States under such section for such purpose.

(2) The chief executive officer of each State that receives its allotment under this section shall contract on a competitive basis with the State educational agency, 1 or more local educational agencies, a State office on literacy, a volunteer organization, a community-based organization, institution of higher education, or other nonprofit entity to operate a State literacy resource center. No applicant participating in a competition pursuant to the preceding sentence shall participate in the review of its own application.

(d) USE OF FUNDS.—Funds provided to each State under subsection (c)(1) to carry out this section shall be used to conduct activities to—

(1) improve and promote the diffusion and adoption of state-of-the-art teaching methods, technologies and program evaluations;

(2) develop innovative approaches to the coordination of literacy services within and among States and with the Federal Government;

(3) assist public and private agencies in coordinating the delivery of literacy services;

(4) encourage government and industry partnerships, including partnerships with small businesses, private nonprofit organizations, and community-based organizations;

(5) encourage innovation and experimentation in literacy activities that will enhance the delivery of literacy services and address emerging problems;

(6) provide technical and policy assistance to State and local governments and service providers to improve literacy policy and programs and access to such programs;

(7) provide training and technical assistance to literacy instructors in reading instruction and in—

(A) selecting and making the most effective use of state-of-the-art methodologies, instructional materials, and technologies such as—

(i) computer assisted instruction;

(ii) video tapes;

(iii) interactive systems; and

(iv) data link systems; or

(B) assessing learning style, screening for learning disabilities, and providing individualized remedial reading instruction; or

(8) encourage and facilitate the training of full-time professional adult educators.

(e) ALTERNATIVE USES OF EQUIPMENT.—Equipment purchases pursuant to this section, when not being used to carry out the provisions of this section, may be used for other instructional purposes if—

(1) the acquisition of the equipment was reasonable and necessary for the purpose of conducting a properly designed project or activity under this section;

(2) the equipment is used after regular program hours or on weekends; and

(3) such other use is—

(A) incidental to the use of the equipment under this section;

(B) does not interfere with the use of the equipment under this section; and

(C) does not add to the cost of using the equipment under this section.

(f) LIMITATION.—Not more than 10 percent of amounts received under any grant received under this section shall be used to purchase computer hardware or software.

(g) SPECIAL RULE.—Each State receiving funds pursuant to this section may not use more than 5 percent of such funds to establish a State advisory council on adult education and literacy (in this section referred to as the "State council") pursuant to section 332.

(2) Each State receiving funds pursuant to this section may use such funds to support an established State council to the extent that such State council meets the requirements of section 332.

(3) Each State receiving funds pursuant to this paragraph to establish or support a State council pursuant to section 332 shall provide matching funds on a dollar-for-dollar basis.

(h) APPLICATIONS.—Each State or group of States, as appropriate, that desires to receive a grant under this section for a regional adult literacy resource center, a State adult literacy resource center, or both shall submit to the Secretary an application that has been reviewed and commented on by the State council, where appropriate, and that describes how the State or group of States will—

(1) develop a literacy resource center or expand an existing literacy resource center;

(2) provide services and activities with the assistance provided under this section;

(3) assure access to services of the center for the maximum participation of all public and private programs and organizations providing or seeking to provide basic skills instruction, including local educational agencies, agencies responsible for corrections education, service delivery areas under the Job Training Partnership Act, welfare agencies, labor organizations, businesses, volunteer groups, and community-based organizations;

(4) address the measurable goals for improving literacy levels as set forth in the plan submitted pursuant to section 342; and

(5) develop procedures for the coordination of literacy activities for statewide and local literacy efforts conducted by public and private organizaitons and for enhancing the systems of service delivery.

(i) PAYMENTS; FEDERAL SHARE.—(1) The Secretary shall pay to each State having an application approved pursuant to subsection (h) the Federal share of the cost of the activities described in the application.

(2) The Federal share—

(A) for each of the first 2 fiscal years in which the State receives funds under this section shall not exceed 80 percent;

(B) for each of the third and fourth fiscal years in which the State receives funds under this section shall not exceed 70 percent; and

(C) for the fifth and each succeeding fiscal year in which the State receives funds under this section shall not exceed 60 percent.

(3) The non-Federal share of payments udner this section may be in cash or in kind, fairily evaluated, including plant, equipment, or services.

(j) REGIONAL CENTERS.—(1) A group of States may enter into an intersate agreement to develop and operate a regional adult literacy resource center for purposes of receiving assistance under this section if the States determine that a regional approach is more appropriate for their situation.

(2) Any State that receives assistance under this section as part of a regional center shall only be required to provide under subsection (i) 50 percent of the funds such State would otherwise be required to provide under such subsection.

(3) In any fiscal year in which the amount a State will receive under this section is less than $100,000, the Secretary may designate the State to receive assistance under this section only as part of a regional center.

(4) The provisions of paragraph (3) shall not apply to any State that can demonstrate to the Secretary that the total amount of Federal, State, local and private funds expended to carry out the purposes of this section would equal or exceed $100,000.

(5) In any fiscal year in which paragraph (2) applies, the Secretary may allow certain States that receive assistance as part of a regional center to reserve a portion of such assistance for a State adult literacy resource center pursuant to this section.

(k) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out the provisions of this section $25,000,000 for each of the fiscal years 1992 and 1993, and such sums as may be necessary for each of the fiscal years 1994 and 1995.

Subpart [7] 8—Federal Share; Federal Administrative Responsibilities

* * * * * * *

PART C—WORKPLACE LITERACY AND ENGLISH LITERACY GRANTS

SEC. 371. BUSINESS, INDUSTRY, LABOR, AND EDUCATION PARTNERSHIPS FOR WORKPLACE LITERACY.

(a) GRANTS FOR EXEMPLARY DEMONSTRATION PARTNERSHIPS FOR WORKPLACE LITERACY.—Subject to subsection (b), the Secretary, *in consultation with the Secretary of Labor and the Adminstrator of the Small Business Administration,* shall make demonstration grants to exemplary education partnerships for workplace literacy to pay the Federal share of the cost of adult education programs which teach literacy skills needed in the workplace through partnerships between—

(A) business, industry, labor organizations, or private industry councils; and

(B) State educational agencies, local educational agencies, institutions of higher education, or schools (including employment and training agencies or community-based organizations).

(2) Grants under paragraph (1) may be used—

(A) to fund 70 percent of the cost of programs which meet the requirements of paragraph (3); and

(B) for administrative costs incurred by State educational agencies [and], local educational agencies, *and other entities described in paragraph (1) that receive grants under this subsection* in establishing programs funded under subparagraph (A).

* * * * * * *

(5) In awarding grants under this section, the Secretary shall give priority to applications from pasrtnerships that include small businesses.

(6) The Secretary is authorized to award grants under this section for a period not to exceed 3 years.

(b) GRANTS TO STATES.—Whenever in any fiscal year, appropriations under [subsection (c)] *subsection (e)* are equal to or exceed $50,000,000, the Secretary shall make grants to States which have State plans approved by the Secretary under section 342 to pay the Federal share of the cost of adult education programs which teach literacy skills needed in the workplace through partnerships between—

(A) business, industry, or labor organizations, or private industry councils; and

(B) State educational agencies, local educational agencies, institutions of higher education, or schools (including employment and training agencies or community-based organizations).

(2) Grants under paragraph (1) may be used—

(A) to fund 70 percent of the cost of programs which meet the requirements of paragraph (4);

(B) for administrative costs incurred by State educational agencies [and], local educational agency, *and other entities described in paragraph (1) that receive grants under this subsection* in establishing programs funded under subparagraph (A); and

* * * * * * *

(7)(A) The Federal share of expenditures for programs in a State funded under this subsection shall be paid from a State's allotment under this paragraph.

[(B) From the sum appropriated for each fiscal year under subsection (c) for any fiscal year in which appropriations equal or exceed $50,000,000, the Secretary shall allot—

[(i) $25,000 to each of American Samoa, Guam, the Northern Mariana Islands, the Trust Territory of the Pacific Islands, and the Virgin Islands; and

[(ii) to each remaining State an amount which bears the same ratio to the remainder of such sum as—

[(I) the number of adults in the State who do not have a certificate of graduation from a school providing secondary education (or its equivalent) and who are not currently required to be enrolled in schools in the State, bears to

[(II) the number of such adults in all States;
except that no State shall receive less than $125,000 in any fiscal year.]

(B) From the sum appropriated for each fiscal year under subsection (c) for any fiscal year in which appropriations equal or exceed $50,000,000, the Secretary shall allot to each State (as defined in section 312(7)) an amount proportionate to the amount such State receives under section 313.

* * * * * * *

(c) GRANT FOR NATIONAL WORKFORCE LITERACY STATEGIES.—(1) In any fiscal year in which amounts appropriated pursuant to the authorization contained in subsection (e) equal or exceed $25,000,000, the Secretary shall reserve not more than $5,000,000 to establish a program of grants to facilitate the design and implementation of national strategies to assists unions, in collaboration with programs eligible for assistance under this Act and businesses, and small- and medium-sized businesses to effectively provide literacy and basic skills training to workers.

(2) Grants awarded under this subsection shall pay the Federal share of the cost of programs to establish large-scale national strategies in workforce literacy, which may include the following activities:

(A) Basic skills training that is—

(i) cost-effective;

(ii) needed by employees; and

(iii) required by employers to establish a trainable workforce that can take advantage of further job specific training and advance the productivity of the labor force on an individual, industry, or national level.

(B) Specific program offerings, which may include—

(i) English as a second language instruction;

(ii) communications skill building;

(iii) interpersonal skill building;

(iv) reading and writing skill building; and

(v) computation and problem solving.

(C) Appropriate assessments of the literacy and basic skills needs of individual workers and the skill levels required by business.

(D) Cooperative arrangements with other organizations involved in providing literacy and basic skills, training, including adult education organizations, vocational education organizations, community and junior colleges, community-based organizations, State level agencies, and private industry councils.

(E) The establishment as appropriate of technology-based learning environments, such as computer-based learning centers.

(3) Any partnership described in subsection (a)(1) that desires to receive a grant under this subsection shall submit a proposal to the Secretary. The proposal shall contain a plan specifying a strategy for designing and implementing workforce literacy and basic skills training for workers, and justifying the national, statewide, or industry-wide importance of this strategy. The proposal shall include—

(A) a demonstration of need for literacy and basic skills training;

(B) a description of the business or industry for which the strategy is to be established;

(C) a statement of specific, measurable goals and participant outcomes;

(D) a strategy for achieving the goals, including, a description of the process to indentify literacy and basic skills required by employers and the skills of individual workers, and a description of the specific services to be provided; and

(E) a description of the costs of the activities to be undertaken.

(4) The Secretary shall develop a formal process for the submission of proposals and publish an announcement in the Federal Register with respect to that process and the availability of grants under this subsection.

(5) The Federal share of the cost of a program assisted under this subsection shall not exceed 70 percent.

(6) The Secretary shall give priority for grants under this subsection to proposals to carry out activities described in paragraph (2)(D).

(7) In awarding grants under this subsection, the Secretary may consider geographic factors, such as rural and urban areas and national distribution.

(8) Of the grants awarded under this subsection each year, not less than 5 shall each be for an amount that is not less than $500,000.

(d) EVALUATION.—The Secretary shall reserve not more than 2 percent of any amount appropriated pursuant to the authorization contained in subsection (e) for the purpose of carrying out an independent evaluation of the effectiveness of programs assisted under this section in improving the literacy and basic skills of workers and the productivity of employees, including potential for the replicability or adaption of such programs.

[(c)] *(e)* AUTHORIZATION OF APPROPRIATIONS.—[(1) There are authorized to be appropriated $30,000,000 for the first year 1988, $31,500,000 for the fiscal year 1989, and such sums as may be necessary for the fiscal year 1990 and each succeeding fiscal year ending prior to October 1, 1993, to carry out the provisions of this section.] *(1) There are authorized to be appropriated for purposes of carrying out this section such sums as may be necessary for the fiscal year 1991, $60,000,000 for the fiscal year 1992, and such sums as may be necessary for each of the fiscal years 1993, 1994, and 1995.*

(2) No funds may be appropriated under paragraph (1) of this subsection for any fiscal year unless the appropriation for this Act (other than this part) for that year is equal to or greater than $110,000,000.

(3) Amounts appropriated under this subsection shall remain available until expended.

SEC. 373. EDUCATION PROGRAMS FOR COMMERCIAL DRIVERS.

(a) PROGRAM AUTHORIZED.—The Secretary is authorized to make grants on a competitive basis to pay the Federal share of the costs of establishing and operating adult education programs which in-

crease the literacy skills of eligible commercial drivers so that such drivers may successfully complete the knowledge test requirements under the Commercial Motor Vehicle Safety Act of 1986.

(b) FEDERAL SHARE.—The Federal share of the costs of the adult education programs authorized under subsection (a) shall be 50 percent. Nothing in this subsection shall be construed to require States to meet the non-Federal share from State funds.

(c) ELIGIBLE ENTITIES.—Entities eligible to receive a grant under this section include—

(1) private employers employing commercial drivers in partnership with agencies, colleges, or universities described in paragraph (2);

(2) local educational agencies, State educational agencies, colleges, universities, or community colleges;

(3) approved apprentice training programs; and

(4) labor organizations, the memberships of which include commercial drivers.

(d) REFERRAL PROGRAM.—Grantees shall refer to appropriate adult education programs as authorized under this title individuals who are identified as having literacy skill problems other than or beyond those which prevent them from successfully completing the knowledge test requirements under the Commercial Motor Vehicle Safety Act of 1986.

(e) DEFINITIONS.—For purposes of this section:

(1) The term "approved apprentice training programs" has the meaning given such term in the National Apprenticeship Act of 1937.

(2) The term "eligible commercial driver" means a driver licensed prior to the requirements of the Commercial Motor Vehicle Safety Act of 1986.

(f) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated for purposes of carrying out this section $3,000,000 for each of the fiscal years 1991, 1992, and 1993.

* * * * * * *

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

TITLE I—BASIC PROGRAMS

CHAPTER 1—FINANCIAL ASSISTANCE TO MEET SPECIAL EDUCATIONAL NEEDS OF CHILDREN

* * * * * * *

[PART B—EVEN START PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES]

PART B—EVEN START FAMILY LITERACY PROGRAMS

* * * * * * *

SEC. 1052. PROGRAM AUTHORIZATION.

(a) GRANTS BY THE SECRETARY.—In any fiscal year in which the appropriations for this part do not equal or exceed $50,000,000, the Secretary is authorized, in accordance with the provisions of this

part which are not inconsistent with the provisions of this subsection, to make grants to [local educational agencies or consortia of such agencies] *eligible entities* to carry out Even Start programs.

(b) STATE GRANT PROGRAM.—*(1)* In any fiscal year in which the appropriations for this part equal or exceed $50,000,000, the Secretary is authorized, in accordance with the provisions of this part, to make grants to States from allocations under section 1053 to enable States to carry out Even Start programs.

(2) In any fiscal year in which this subsection applies, no State shall award a grant under this part for an amount less than $75,000.

(3) In any year in which this subsection applies, each State that receives a grant under this part may use not more than 5 percent of assistance provided under the grant for costs of—

(A) administration; and

(B) the provision, through grant or contract, of technical assistance for program improvement and replication to eligible entities that receive grants under this part.

(c) RESERVATION.—From amounts appropriated for purposes of carrying out this part, the Secretary may reserve an amount equal to not more than 2 percent of such amounts or the amount reserved for such purposes in the fiscal year 1991, whichever is greater, for purposes of—

(1) carrying out the evaluation required by section 1058; and

(2) providing, through grant or contract, technical assistance for programs improvement and replication to eligible entities that receive grants under this part.

[(c) DEFINITION.—For the purpose of this part, the term "State" includes each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.]

(d) DEFINITIONS.—For the purpose of this part:

(1) The term "eligible entity" means—

(A) a local educational agency applying in collaboration with a community-based organization, public agency, institution of higher education, or other nonprofit organization; or

(B) a community-based organization, or other nonprofit organization of demonstrated quality applying in collaboration with a local educational agency.

(2) The terms "Indian tribe" and "tribal organization" have the respective meanings given such terms in section 4 of the Indian Self-Determination and Education Assistance Act.

(3) The term "State" includes each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

SEC. 1053. ALLOCATION.

[(a) RESERVATION FOR MIGRANT PROGRAMS.—The Secretary shall first reserve an amount equal to 3 percent of such amount for programs consistent with the purpose of this part for migrant children. Programs for which funds are reserved under this subsection shall be conducted through the Office of Migrant Education.]

(a) RESERVATION FOR MIGRANT PROGRAMS AND TERRITORIES.—(1) In each fiscal year in which section 1052(a) applies, the Secretary

shall first reserve for programs consistent with the purpose of this part—

(A) for programs for migrant children, which shall be conducted through the Office of Migrant Education, an amount equal to 3 percent of the amount appropriated for purposes of carrying out this part; and

(B) for allocations to Guam, American Samoa, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, and Palau (until the Compact of Free Association with Palau takes effect pursuant to section 101(a) of Public Laws 99-658), and to Indian tribes and tribal organizations, an amount comparable to their relative need.

(2) In each fiscal year in which section 1052(b) applies, the Secretary shall first reserve for programs consistent with the purpose of this part, an amount equal to 5 percent of the amount appropriated for purposes of carrying out this part, of which—

(A) amounts shall be allocated for programs for migrant children, Guam, American Samoa, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, the Palau (until the Compact of Free Association with Palau takes effect pursuant to section 101(a) of Public Law 99-658), and Indian tribes and tribal organizations, according to their relative need, but

(B) in no case shall the amount reserved for programs for migrant children be less than the amount reserved for such programs in the preceding fiscal year.

* * * * * * *

SEC. 1054. USES OF FUNDS.

(a) IN GENERAL.—In carrying out the program under this part, funds made available to [local educational agencies, in collaboration with, where appropriate, institutions of higher education, community-based organizations, the appropriate State educational agency, or other appropriate nonprofit organizations,] *an eligible entity* shall be used to pay the Federal share of the cost of providing family-centered education programs which involve parents and children in a cooperative effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners.

(b) PROGRAM ELEMENTS.—Each program assisted under this part shall include—

(1) the identification and recruitment of eligible children;

(2) screening and preparation of parents and children for participation, including testing, referral to necessary counseling, *other developmental and support services,* and related services;

* * * * * * *

(c) FEDERAL SHARE LIMITATION.—*(1)* The Federal share under this part may be—

[(1)] *(A)* not more than 90 percent of the total cost of the program in the first year the [local educational agency] *eligible entity* receives assistance under this part,

[(2)] *(B)* 80 percent in the second such year,

[(3)] *(C)* 70 percent in the third such year, and

[(4)] *(D)* 60 percent in the fourth and any subsequent such year.

[Funds may not be used for indirect costs.] *The remaining cost may be provided in cash or in kind, fairly evaluated, and may be obtained from any source other than funds made available for programs under this chapter.*

(2) The Secretary (in any fiscal year in which section 1052(a) applies) or the State educational agency (in any fiscal year in which section 1052(b) applies) may waive, in whole or in part, the requirement that all or part of the remaining cost described in paragraph (1) be obtained from sources other than funds made available under this chapter if an eligible entity—

(A) demonstrates that it otherwise would not be able to participate in the program under this part; and

(B) negotiates an agreement with the Secretary or the State educational agency, as appropriate, with respect to the amount of the remaining cost to which the waiver would be applicable. The remaining cost may be obtained from any source other than funds made available for programs under this title.

SEC. 1055. ELIGIBLE PARTICIPANTS.

[Eligible] *(a)* IN GENERAL.—Except as provided in subsection (b), eligible participants shall be—

(1) a parent or parents who are eligible for participation in an adult basic education program under the Adult Education Act; and

(2) the child or children [aged 1 to 7,] *(from birth to age 7,* inclusive), of any individual under paragraph (1), who reside in a school attendance area designated for participation in programs under part A.

(b) CONTINUATION OF ELIGIBILITY FOR CERTAIN PARTICIPANTS.—Any family participating in the program under this part that becomes ineligible for such participation as a result of 1 or more members of the family becoming ineligible for such participation, may continue to participate in the program until all members of the family become ineligible for participation, which—

(1) in the case of a family in which ineligibility was due to the child or children of such family attaining the age of 8, shall be when the parent or parents become ineligible due to educational advancement; and

(2) in the case of a family in which ineligibility was due to the educational advancement of the parent or parents of such family, shall be when all children in the family attain the age of 8.

SEC. 1056. APPLICATIONS.

(a) SUBMISSION.—To be eligible to receive a grant under this part [a local educational agency] *an eligible entity* shall submit an application to the Secretary under section 1052(a) and to the State educational agency under section 1052(b) in such form and containing or accompanied by such information as the Secretary or the State educational agency, as the case may be, may require.

(b) REQUIRED DOCUMENTATION.—Such application shall include documentation that the [local educational agency] *eligible entity* has the qualified personnel required—

(1) * * *

* * * * * * *

SEC. 1057. AWARD OF GRANTS.

(a) SELECTION PROCESS.—*(1)* The Secretary of each State educational agency, as the case may be, shall appoint a review panel that will award grants on the basis of proposals which—

[(1)] *(A)* are most likely to be successful in meeting the goals of this part;

[(2) serve the greatest percentage of eligible children and parents as described in section 1055;]

(B) demonstrate that the areas to be served by such program has a high percentage or a large number of children and adults who are in need of such services as indicated by high levels of poverty, illiteracy, unemployment, limited English proficiency, or other need-related indicators;

[(3)] *(C)* demonstrate the greatest degree of cooperation and coordination between a variety of relevant service providers in all phases of the program;

[(4)] *(D)* submit budgets which appear reasonable, given the scope of the proposal;

[(5)] *(E)* demonstrate the [local educational agency's] *eligible entity's* ability to provide additional funding under section 1054(c);

[(6)] *(F)* are representative of urban and rural regions of the State or of the United States, as the case may be; and

[(7)] *(G)* show the greatest promise for providing models which may be transferred to other local educational agencies.

(2) The review panel shall give priority for grants under this subsection to proposals which—

(A) make the demonstration described in paragraph (1)(B); and

(B) demonstrate an ability to operate an effective program.

* * * * * * *

[(c) EQUITABLE DISTRIBUTION OF ASSISTANCE.—In approving grants under this part under section 1052(a), the Secretary shall assure an equitable distribution of assistance among the States, among urban and rural areas of the United States, and among urban and rural areas of a State.]

(c) DISTRIBUTION OF ASSISTANCE.—(1) In approving grants under this part pursuant to section 1052(a), the Secretary shall ensure a representative distribution of assistance among the States and among urban and rural areas of the United States.

(2) In approving grants under this part pursuant to section 1052(b), the review panel shall ensure a representative distribution of assistance between urban, and rural areas of the State.

(d) DURATION.—(1) Grants may be awarded for a period not to exceed 4 years. In any application from [a local educational agency] *an eligible entity* for a grant to continue a project for the second, third, or fourth fiscal year following the first fiscal year in which a grant was awarded to [such local educational agency] *an*

eligible entity, the Secretary or the State educational agency, as the case may be, shall review the progress being made toward meeting the objectives of the project. The Secretary or the State educational agency, as the case may be, may refuse to award a grant if the Secretary, or such agency finds that sufficient progress has not been made toward meeting such objectives, but only after affording the applicant notice and an opportunity for a hearing.

* * * * * * *

SEC. 1059. AUTHORIZATION OF APPROPRIATIONS.

[There are authorized to be appropriated for the purposes of this part $50,000,000 for the fiscal year 1989 and such sums as may be necessary for each of the fiscal years 1990, 1991, 1992, and 1993.]

SEC. 1059. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated for purposes of carrying out this part such sums as may be necessary for the fiscal year 1991, $60,000,000 for the fiscal year 1992, and such sums as may be necessary for the fiscal year 1993.

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CHAPTER 2—FEDERAL, STATE, AND LOCAL PARTNERSHIP FOR EDUCATIONAL IMPROVEMENT

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PART A—STATE AND LOCAL PROGRAMS

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Subpart 3—Local Targeted Assistance Programs

SEC. 1531. TARGETED USE OF FUNDS.

(a) * * *

(b) TARGETED ASSISTANCE.—The targeted assistance programs referred to in subsection (a) are—

(1) * * *

* * * * * * *

(5) programs of training to enhance the ability of teachers and school counselors to identify, particularly in the early grades, students with reading and reading-related problems that place such students at risk for illiterary in their adult years;

[(5)] *(6)* programs designed to enhance personal excellence of students and student achievement, including instruction in ethics, performing and creative arts, humanities, activities in physical fitness and comprehensive health education, and participation in community service projects; and

[(6)] *(7)* other innovative projects which would enhance the education program and climate of the school, including programs for gifted and talented students, technology education programs, early childhood education programs, community education and programs for youth suicide prevention.

* * * * * * *

PART B—NATIONAL PROGRAMS AND ACTIVITIES

* * * * * * *

SEC. 1563. INEXPENSIVE BOOK DISTRIBUTION PROGRAM FOR READING MOTIVATION.

(a) * * *

(b) REQUIREMENTS OF CONTRACT.—The contract shall provide that—

(1) * * *

(2) funds made available by the Secretary to a contractor pursuant to any contract entered into under this section will be used to pay the Federal share of the cost of establishing and operating reading motivational programs as provided in paragraph (1); [and]

(3) in the fiscal year 1991 and each succeeding fiscal year, the contractor will give priority in the selection of additional local programs to programs and projects which serve children and students with special needs including, at a minimum—

(A) low-income children (particularly such children in high poverty areas);

(B) children at risk for school failure;

(C) children with disabilities;

(D) emotionally disturbed children;

(E) foster children;

(F) homeless children;

(G) migrant children;

(H) children without access to libraries;

(I) institutionalized or incarcerated children; and

(J) children whose parents are institutionalized or incarcerated; and

[(3)] *(4)* the contractor will meet such other conditions and standards as the Secretary determines to be necessary to assure the effectiveness of the programs authorized by this section and will provide such technical assistance as may be necessary to carry out the purposes of this section

* * * * * * *

SEC. 1566. BLUE RIBBON SCHOOLS PROGRAM.

(a) GENERAL AUTHORITY.—[The] *Subject to subsection (d), the* Secretary is authorized to carry out programs to recognize elementary and secondary schools or programs which have established standards of excellence and which have demonstrated a high level of quality. Such programs shall be designated as "Blue Ribbon Schools". In selecting schools and programs to be recognized, the Secretary shall competitively select public and private schools or programs within local educational agencies in the States, schools operated for Indian children by the Department of the Interior, and schools operated by the Department of Defense for dependents of Department of Defense personnel.

* * * * * * *

(d) BLUE RIBBON AWARDS FOR CORRECTIONAL EDUCATION PROGRAMS.—The Secretary, through nominations provided by the Office on Correctional Education after consultation with representatives of

correctional education organizations and others active in literacy education, shall annually make 1 or more awards under this section to effective and innovative programs of inmate education and literacy.

* * * * * * *

CHAPTER 3—MODEL SCHOOLS OF EXCELLENCE

SEC 1601. STATEMENT OF PURPOSE.

It is the purpose of this chapter to assist—

(1) local educational agencies:

(2) consortia of such agencies; and

(3) intermediate educational units;

which have significant percentages of economically disadvantaged students to establish and conduct programs to strengthen the knowledge of elementary and secondary school students in academic subjects.

SEC. 1602. PROGRAM AUTHORIZATION.

(a) GRANTS BY THE SECRETARY.—In any fiscal year in which the appropriations for this chapter do not equal or exceed $50,000,000, the Secretary is authorized, in accordance with the provisions of this chapter which are not inconsistent with the provisions of this subsection, to make grants to local educational agencies, consortia of such agencies or intermediate educational units to carry out model school programs.

(b) STATE GRANT PROGRAM.—(1) In any fiscal year in which the appropriations for this chapter equal or exceed $50,000,000, the Secretary is authorized, in accordance with the provisions of this part, to make allocations to States in accordance with section 1603.

(2) Allocations received pursuant to paragraph (1) shall be used by States to award grants to local educational agencies, consortia of such agencies or intermediate educational units within the State to enable such agencies, consortia or units to carry out model school programs.

SEC. 1603. ALLOCATION.

(a) ALLOCATION.—Except as provided in section 1602(a) each State shall be eligible to receive a grant under this part in each fiscal year that bears the same ratio to the amount appropriated under section 1608 as the school-age population of the State bears to the school-age population of all States, except that no State shall receive less than one-half of 1 percent of such amount.

(b) DEFINITIONS.—For purposes of this section—

(1) the term "school-age population" means the population aged 5 through 17; and

(2) the term "States" includes the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

SEC. 1604. ELIGIBILITY.

A local educational agency, consortium of such agencies, or intermediate educational unit, is eligible to receive a grant under this chapter if such agency, consortium or unit submits an application which contains evidence of collaborative arrangements between the applicant and an institution of higher education, a community-

based organization, another local educational agency, an appropriate State educational agency, or any combination of such institutions, organizations, or agencies.

SEC. 1605. USES OF FUNDS.

Grants under this chapter may be used for—

(1) planning and outreach activities directly related to expansion and enhancement of academic programs and services in the model school;

(2) the acquisition of books, materials, and equipment (including computers and the maintenance and operation thereof) necessary for the conduct of educational programs in the model school; and

(3) the payment, or subsidization of the compensation, of elementary and secondary school teachers who are certified or licensed by the State and who are necessary for the conduct of educational programs in the model school,

whenever such assistance is directly related to improving the knowledge of mathematics, science, histry, English, foreign languages, art, or music, or to improving the vocational skills of elementary adn secondary school students.

SEC. 1606. APPLICATIONS.

(a) IN GENERAL.—To be eligible to receive a grant under this chapter a local educational agency, consortium of such agencies, or intermediate educational unit shall submit an application to the Secretary under section 1602(a) and to the State educational agency under section 1602(b) in such form and containing or accompanied by such information as the Secretary or the State educational agency, as the case may be, may require.

(b) CONTENTS.—Each application submitted pursuant to subsection (a) shall—

(1) provide assurances that the assistance will be used for the purposes described in section 1605;

(2) provide assurances that the local educational agency, consortium of such agencies, or intermediate educational unit has a significant percentage or enrollment of economically disadvantaged students, or in the case of a consortium, that at least one local educational agency participating in such consortium has a significant percentage or enrollment of economically disadvantaged students;

(3) provide assurances that the students served in the model school established reflect a significant percentage or enrollment of economically disadvantaged students;

(4) demonstrate the extent to which the model school will contribute to the improvements of the academic quality of the education offered by schools throughout the local educational agency;

(5) describe the collaborative efforts required by section 1604;

(6) provide assurances that teachers will be employed in the courses of instruction assisted under this chapter who are certified or licensed by the State to teach the subject matter of the courses of instruction;

(7) provide assurances that the applicant will not engage in discrimination based upon race, religion, color, national origin, sex, or handicapping conditions in—

(A) hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;

(B) the mandatory assignment of students to school or to courses of instruction within schools of such applicant, except as is necessary to carry out an approved desegregation plan; and

(C) designing or operating extracurricular activities for students;

(8) describe how funds made available under this chapter will be used to promote integration and provide a high quality education program for local educational agencies with significant concentrations of economically disadvantaged students;

(9) describe how such applicant will devote its resources to continuing the program when funds made available to it under this chapter may no longer be made available; and

(10) provide such other assurances as the Secretary determines necessary.

SEC. 1607. SPECIAL EVIDENTIARY RULE.

Notwithstanding any other provision of law, the award of funds under this chapter may not be used in any cause of action or administrative proceeding as evidence relating to the issue of desegregation of a public school of a local educational agency receiving such an award.

SEC. 1608. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated $100,000,000 for the fiscal year 1992 and such sums as may be necessary for each of the fiscal years 1993, 1994, 1995, and 1996 to carry out the provisions of this chapter.

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[SEC. 4606. ALTERNATIVE CURRICULUM SCHOOLS.

[(a) STATEMENT OF PURPOSE.—It is the purpose of this section to assist—

[(1) local educational agencies;

[(2) consortia of such agencies; and

[(3) intermediate educational units;

which have significant percentages of minority students to establish and conduct programs which reflect a minority composition of at least 50 percent in the alternative curriculum school established by the applicant to strengthen the knowledge of elementary and secondary school students in academic subjects and to contribute to the desegregation of the schools of the applicant.

[(b) ELIGIBILITY.—A local educational agency, consortium of such agencies, or intermediate educational unit, is eligible to receive a grant under this section if such agency, unit, or consortium submits an application which contains evidence of collaborative arrangements between the applicant and an institution of higher education, a community-based organization, another local educa-

tional agency, an appropriate State educational agency, or any combination of such institutions, organizations, or agencies.

[(c) USES OF FUNDS.—Grants under this section may be used for—

[(1) planning and outreach activities directly related to expansion and enhancement of academic programs and services in the alternative curriculum school;

[(2) the acquisition of books, materials, and equipment (including computers and the maintenance and operation thereof) necessary for the conduct of educational programs in the alternative curriculum school; and

[(3) the payment, or subsidization of the compensation, of elementary and secondary school teachers who are certified or licensed by the State and who are necessary for the conduct of educational programs in the alternative curriculum school;

whenever such assistance is directly related to improving the knowledge of mathematics, science, history, English, foreign languages, art, or music, or to improving the vocational skills of elementary and secondary school students.

[(d) APPLICATIONS.—Each applicant desiring to receive a grant under this section shall submit an application in such form, in such manner, and containing or accompanied by such information as the Secretary may reasonably require. Each such application shall—

[(1) provide assurances that the assistance will be used for the purposes described in subsection (c);

[(2) provide assurances that the local educational agency or intermediate educational unit would have a minority composition of at least 65 percent, or in the case of a consortium, that at least one local educational agency would have a minority composition of 65 percent;

[(3) provide assurances that the students served in the alternative curriculum school established reflect a minority composition of at least 50 percent;

[(4) demonstrate the extent to which the alternative curriculum school will contribute to desegregation in the local educational agency;

[(5) demonstrate the extent to which the alternative curriculum school will contribute to the improvements of the academic quality of the education offered by schools throughout the local educational agency;

[(6) describe the collaborative efforts required by subsection (b);

[(7) provide assurances that teachers will be employed in the courses of instruction assisted under this section who are certified or licensed by the State to teach the subject matter of the courses of instruction;

[(8) provide assurances that the applicant will not engage in discrimination based upon race, religion, color, national origin, sex, or handicapping conditions in—

[(A) hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;

[(B) the mandatory assignment of students to schools or to courses of instruction within schools of such applicant,

except as is necessary to carry out an approved desegregation plan; and

[(C) designing or operating extracurricular activities for students;

[(9) describe how funds made available under this section will be used to promote integration and provide a high quality education program for local educational agencies with significant concentrations of minority students;

[(10) describe how such applicant will devote its resources to continuing the program when funds made available to it under this section may no longer be made available; and

[(11) provide such other assurances as the Secretary determines necessary.

[(e) UNUSED AMOUNTS.—In any fiscal year in which amounts are appropriated but not allocated under this section, the Secretary shall use such amounts to make grants under title III of this Act (relating to magnet schools).

[(f) SPECIAL EVIDENTIARY RULE.—Notwithstanding any other provision of law, the award of funds under this section may not be used in any cause of action or administrative proceeding as evidence relating to the issue of desegregation of a public school of a local educational agency receiving such an award.]

SEC. [4607.] *4609.* AUTHORIZATION OF APPROPRIATIONS.

(a) There are authorized to be appropriated $20,000,000 for the fiscal year 1989 and such sums as may be necessary for each of the fiscal years 1990 through 1993, to carry out the provisions of this part [(other than section 4606)].

[(b)(1) Subject to paragraph (2), there are authorized to be appropriated $35,000,000 for fiscal year 1989, and such sums as may be necessary for each of the fiscal years 1990 through 1993 to carry out section 4606.

[(2) No appropriation may be made under paragraph (1) for any fiscal year unless the amount appropriated for the Magnet Schools Assistance Program in title III for that fiscal year is equal to or exceeds $165,000,000.]

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FUND FOR THE IMPROVEMENT AND REFORM OF SCHOOLS AND TEACHING ACT

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Subpart 2—Family-School Partnership

SEC. 3221. FINDINGS AND PURPOSE.

(a) * * *

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Subpart 3—School Based Management/Shared Decisionmaking

SEC. 3231. PROGRAM AUTHORIZED.

(a) GENERAL AUTHORITY.—The Secretary is authorized to make grants to local educational agencies whose applications are approved under this subpart, to provide incentives to test school based

management/shared decisionmaking programs at school sites within the local educational agency, and to evaluate and disseminate results of such evaluation.

(b) PROFESSIONAL DEVELOPMENT ACADEMY.—Each recipient of a grant under this subpart, who also receives Federal financial assistance under the Professional Development Academy Establishment Act established pursuant to title II of the Teacher Recruitment, Training and Professionalism Act of 1989 shall either provide in-service training programs developed under this subpart through a professional development academy, or coordinate programs funded under this subpart with programs operated by such professional development academies.

SEC. 3232. SCHOOL BASED MANAGEMENT/SHARED DECISIONMAKING.

(a) IN GENERAL.—As used in this subpart the term "school based management/shared decisionmaking" means a process by which a team of individuals is formed at a school site to make decisions regarding the management of the school. Such a team may include—

(1) teachers, including representatives of professional teachers associations or organizations, where applicable;

(2) the school principal;

(3) school administrators;

(4) parents;

(5) community representatives;

(6) school employees; and

(7) students.

(b) RESPONSIBILITIES.—(1) The school based management/shared decisionmaking team is responsible for decisions, determined by the team, which affect the school and classroom environment. Such decisions may include decisions such as—

(A) curriculum and instruction priorities which meet priorities and goals of the local educational agency, including materials and activities, organization, evaluation and assessment, while taking into account the special needs of students;

(B) student grouping, promotion, and tracking;

(C) school rules and discipline policies;

(D) the scheduling, and structure of the school day;

(E) the school environment;

(F) the physical structure of school facilities;

(G) the administrative structure of the school;

(H) the use of funds available to the school;

(I) establishing standards for the hiring and evaluation of teachers and administrators;

(J) professional development programs which will meet faculty needs; and

(K) relationships with parents and community.

(2) The school superintendent and school board of each local educational agency receiving assistance under this subpart shall encourage school individuality while also ensuring sufficient coordination and linkages to allow student mobility.

SEC. 3233. USES OF FUNDS.

Funds provided pursuant to the provisions of this subpart may be used to—

(1) establish training programs for teachers, principals, administrators, superintendents, school board members and members of the school based management/shared decisionmaking team regarding the implementation of school based management/shared decisionmaking, including—

(A) use of decisionmaking skills, concensus building, creative problem solving, and group dynamics;

(B) ways to establish a school mission which responds to the needs of students attending the school;

(C) use of staff resources to implement school based management/shared decisionmaking; and

(D) use of nonprofessional staff, including paraprofessionals, volunteers, peer tutors, and instructional technologies, so that an individual teacher's time can be used most productively; and

(2) evaluate the effectiveness of school based management/shared decisionmaking in improving student performance, and teacher recruitment and retention.

SEC. 3234. APPLICATION.

(a) IN GENERAL.—Each local educational agency desiring to receive a grant under this subpart shall submit an application to the Secretary, at such time and in such manner, and containing such additional information as the Secretary may reasonably require.

(b) CONTENTS OF APPLICATION.—The Secretary shall only approve applications which meet the requirements of this subpart and contain—

(1) a description of the school based management/shared decisionmaking program to be tested with funds provided under this subpart;

(2) if available, a list of schools chosen to participate in school based management/shared decisionmaking, and a description of the school based management/shared decisionmaking teams established or to be established;

(3) a description of the training programs to be established or expanded with funds provided under this subpart; and

(4) assurances that the administrative and teaching staff of the local educational agency has participated in the development of the application.

(c) PRIORITY.—In approving applications under this subpart, the Secretary shall give priority to applications which seek to implement school based management/shared decisionmaking programs on a local educational agency-wide basis within 5 years of application.

SEC. 3235. EVALUATIONS.

(a) RECIPENT INFORMATION.—Each recipient of a grant under this subpart shall annually submit to the Secretary such information regarding the program as the Secretary may require. Such information shall include a description of—

(1) how support was achieved for the program;

(2) what decisions were transferred to the school based management/shared decisionmaking teams;

(3) any resulting changes in teacher attitude and staff turnover; and

(4) any resulting changes in student performance.

(b) EVALUATION BY THE SECRETARY.—The Secretary shall—

(1) within 1 year of the date of enactment of this subpart, compile and analyze the information received pursuant to subsection (a) and submit such analysis to the appropriate committees of the Congress; and

(2) within 2 years of the date of enactment of this subpart, conduct an evaluation of school based management/shared decisionmaking programs funded under this subpart as well as other school based management/shared decisionmaking programs to determine the effectiveness of such programs in improving school performance.

Subpart [3] *4*—Administrative Provisions

SEC. [3231] *3241.* BOARD AUTHORIZED.

(a) * * *

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SEC. [3232] *3242.* DISSEMINATION AND REPORTING.

(a) * * *

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SEC. [3233] *3243.* COORDINATION WITH THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION.

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Subpart [4] 5—General Provisions

SEC. [3241] 3251. SPECIAL GRANT RULES.

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SEC. [3242] *3252.* AUTHORIZATION OF APPROPRIATIONS.

(a) AUTHORIZATIONS.—There are authorized to be appropriated to carry out the provisions of this part [$30,000,000] *$55,100,000* for fiscal year 1989 and such sums as may be necessary for fiscal years 1990, 1991, 1992, and 1993.

(b) RESERVATIONS.—

(1) The Secretary shall reserve one-third of the funds appropriated for activities under subpart 2 of this part.

(2) The Secretary shall reserve $150,000 from funds appropriated for activities authorized by section 3242.

(3) The Secretary may reserve not more than $25,100,000 from funds appropriated for activities authorized in subpart 3.

SEC. [3243] *3253.* DEFINITIONS.

For the purpose of this part—

(1) * * *

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SECTION 601 OF THE LIBRARY SERVICES AND CONSTRUCTION ACT

TITLE VI—LIBRARY LITERACY PROGRAMS

STATE AND LOCAL LIBRARY GRANTS

SEC 601. (a) * * *

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(f) In awarding grants under this section the Secretary shall give priority to programs and services which—

(1) will be delivered in areas of greatest need which have highest concentrations of adults who do not have a secondary education or its equivalent, and which—

(A) have few community or financial resources to establish the program described under this section without Federal assistance, or

(B) have low per capita income, unemployment or underemployment; and

(2) coordinate with literacy organizations and community based organizations providing literacy services.

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DWIGHT D. EISENHOWER EDUCATION ACT

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SEC. 2003. PROGRAM AUTHORIZED.

(a) * * *

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(b) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated for the purposes of this part, $250,000,000 for fiscal year 1989 [and such], *such* sums as may be necessary for each of the [4] *2* succeeding fiscal years[.] *$300,000,000 for fiscal year 1992 and such sums as may be necessary for fiscal year 1993.*

STAR SCHOOLS PROGRAM ASSISTANCE ACT

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PROGRAM AUTHORIZED

SEC. 903. (a) * * *

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(b) AUTHORIZATION OF APPROPRIATIONS.—(1) * * *

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(4) There are authorized to be appropriated $50,000,000 for each of the fiscal years 1992, 1993, 1994, 1995, and 1996 to carry out the provisions of this Act.

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SCHOOL DROPOUT DEMONSTRATION ASSISTANCE ACT

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SEC. 6003. AUTHORIZATION OF APPROPRIATIONS.

(a) IN GENERAL.—Subject to subsection (b) of this section, there are authorized to be appropriated to carry out this part $50,000,000 for each of the fiscal years [1989, 1990, and 1991] *1992, 1993, 1994, 1995, and 1996.*

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DOMESTIC VOLUNTEER SERVICE ACT OF 1973

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TABLE OF CONTENTS

Sec. 2. Volunteerism policy.

TITLE I—NATIONAL VOLUNTEER ANTIPOVERTY PROGRAMS

* * * * * * *

PART C—SPECIAL VOLUNTEER PROGRAMS

Sec. 121. Statement of purpose.
Sec. 122. Authority to establish and operate programs.
Sec. 123. Technical and financial assistance for improvement of volunteer programs.
Sec. 124. Drug abuse education and prevention services and activities.
Sec. 125. Literacy challenge grants.

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TITLE I—NATIONAL VOLUNTEER ANTIPOVERTY PROGRAMS

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PART C—SPECIAL VOLUNTEER PROGRAMS

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LITERACY CHALLENGE GRANTS

SEC. 125. (a) The Director is authorized to award challenge grants to eligible public agencies and private organizations to pay the Federal share of the costs of establishing, operation or expanding community or employee literacy programs or projects that include the use of full-time or part-time volunteers as one method of addressing illiteracy.

(b) Each eligible organization desiring a grant under this section shall submit to the ACTION Agency an application in such form and accompanied by such information as the Director may reasonably require. Each such application shall—

(1) describe the activities for which assistance is sought,

(2) contain assurances that the eligible organizaton will provide from non-Federal sources the non-Federal share of the cost of the program or project,

(3) provide assurances, satisfactory to the Director, that the literacy project will be operated in cooperation with other public and private agencies and organizations interested in, and qualified to, combat illiteracy in the community where the project is to be conducted, and

(4) contain such other information and assurances as the Director may reasonably require.

(c)(1)(A) The Federal share of the cost of a program or project authorized by this section administered by a public agency, a nonprofit organization other than an organization described in paragraph (2), or a private, for-profit organization shall not exceed—

(i) 80 percent in the first fiscal year;

(ii) 70 percent in the second fiscal year;

(iii) 60 70 percent in the third fiscal year;

(B) The non-Federal share paid by private, for-profit organization shall be in cash.

(2) The Federal share of the cost of a program or project administered by a nonprofit or community-ased organization shall not exceed—

(A) 90 percent in the first fiscal year;

(B) 80 percent in the second fiscal year;

(C) 70 percent in the third fiscal year;

(3) The non-Federal share provided by a public agency or a nonpofit or community-based organization may be provided in cash, or in kind, fairly evaluated, and may include the use of plant, equipment, and services.

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TITLE V—AUTHORIZATION OF APPROPRIATIONS

NATIONAL VOLUNTEER ANTIPOVERTY PROGRAMS AUTHORIZATION

SEC. 501. (a) * * *

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(c)(1) There is authorized to be appropriated to carry out part C of title I of this Act (other than section 124(b)) $1,984,000 for each of the fiscal years 1987, 1988, and 1989, $1,100,000 for fiscal year 1990, $1,150,000 for fiscal year 1991, $1,200,000 for fiscal year 1992, and $1,275,000 for fiscal year 1993. In addition to the amounts authorized to be appropriated by the preceding sentence, there is authorized to be appropriated the aggregate sum of $5,500,000 for fiscal years 1987 and 1988 to be made available for drug abuse prevention. In addition to the amounts authorized to be appropriated by athe preceeding sentences, there are authorized to be apropriated by the preceding sentences, there are authorized to be appropriated for support for drug abuse prevention $4,000,000 in the fiscal year 1989, $5,000,000 for each of the fiscal years 1990 and 1991, $5,250,000 for fiscal year 1992, and $5,500,000 for fiscal year 1993. With respect to amounts appropriated for any fiscal year pursuant to the authorization contained in the preceding sentence, the Director—

[(1)] *(A)* shall use not less than 15 percent and not more than 25 percent of such amounts for purposes of carrying out section 124(b); and

[(2)] *(B)* shall ensure that not more than $500,000 is used for program support.

(2) Except as provided in paragraph (3) and in addition to the amounts authorized to be appropriated pursuant to paragraph

(1) there is authorized to be appropriated $2,500,000 for the Literacy Challenge Grants under section 125.

(3) No funds shall be appropriated pursuant to paragraph (2) in any fiscal year unless—

(A) the funds available in such fiscal year for the VISTA Program under part A of title I are sufficient to provide the years of volunteer service specified for such fiscal year under section 501(d)(1) for the VISTA Program; and

(B) the funds available in such fiscal year for the VISTA Literacy Corps under part A of title I are sufficient to provide at least the same years of volunteer service as were provided in the fiscal year preceding such fiscal year.

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